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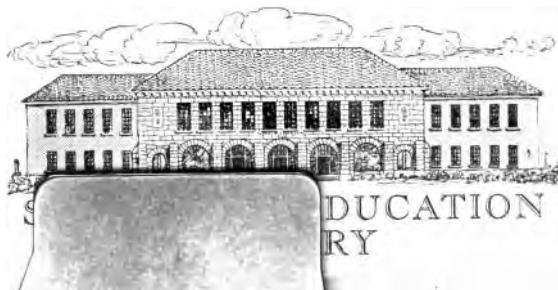
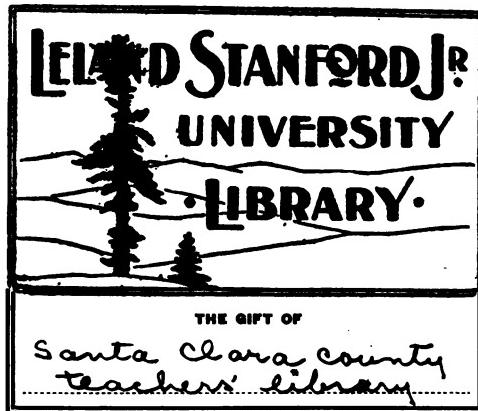
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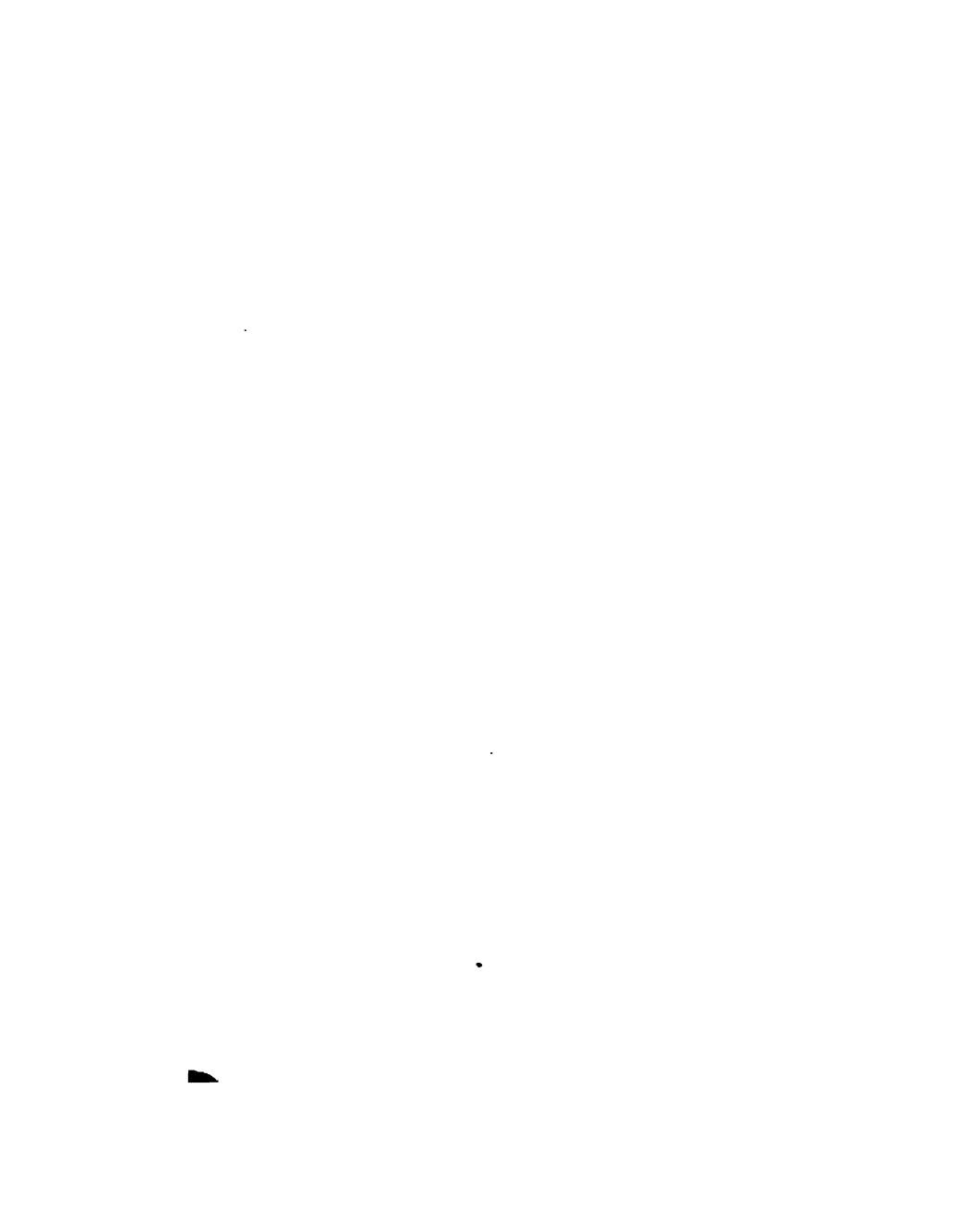
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SCHOOL BULLETIN PUBLICATIONS.

HAND BOOKS
FOR
YOUNG TEACHERS.

NUMBER I. FIRST STEPS.

BY

HENRY B. BUCKHAM, A. M.,

Principal State Normal School, Buffalo, N. Y.

Teaching is a fine art, which like other fine arts so depends on a multitude of details that the neglect of any one of them spoils the effect of the whole and robs even genius of half its power.



SECOND EDITION.

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SYRACUSE, N. Y.:
C. W. BARDEEN, PUBLISHER,

1882.



TO MY FATHER,

who for most of a long life has been a teacher both
in the pulpit and in the school-room, this volume is
gratefully and affectionately inscribed by his son,

THE AUTHOR.

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C

VIA SULL' AROMATI

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PREFACE.

The author began teaching in his sixteenth year, in a poor and scattered district of Oneida County. The school-house had been a milk-room for a dairy farm through the summer; the shelves for the milk-pans had been taken down, one shelf had been put round the room and in front of this a slab-seat had been set on stout legs; a stove and one chair completed both the furniture and apparatus of the room. For fuel there were brought to the door, as occasion required, loads of green wood of "sled-length," for home, the teacher had the run of the district; for wages, six dollars per month of twenty-two days; for pupils, thirty boys and girls, presenting the usual variety of age, disposition and ability.

It is needless to say that the outward conditions were not specially attractive, and that they were fully equal to the deserts of the teacher. He had never heard of a Normal School, or of any special training for teachers, and had never been told anything of methods or of management. All that he could claim to bring to his school was a sufficient book-knowledge of the three R's, and an honest, if youthful, ambition to keep a good school.

It is assumed that many now begin teaching in circumstances not essentially different, with at least equal ignorance of what to do and how to do it. This volume is written to aid the inexperience and to guide the uncertainty of the beginner, who is without special training. It is meant candidly to

be what its title indicates. It is intended to give such instruction and suggestions as the author now sees would have been useful to him long ago, and which he hopes may now be useful to others. It is in no respect a book for the wise; it is addressed to the unwise only. It makes no attempt to utter a philosophy of education, or to construct a code for the profession, or to start a new departure. It seems to the author that a host of young teachers are much more in need of the plainest and most direct precepts for doing what every school will surely need, than of philosophies and theories, important as these are in their right place; and he is abundantly content to be the one who "had rather speak five words with his understanding, than ten thousand words in an *unknown tongue*."

If, then, this book is plain almost to homeliness, if it deals only with the little things every beginner must meet and manage, if it aims only to make the old ways in which many will still walk both easier and more fruitful of good, instead of aiming to make a revolution in education, *be it so*; the author has meant to take a short range and to fire low.

It has not seemed best to swell the bulk of the volume by illustrations and anecdotes drawn from the author's experience or other source, but to confine it to the simple statement of what was to be said.

Other numbers are in preparation and will be published as soon as may be, the next treating of recitations, records and management. H. B. B.

BUFFALO. N. Y.. March. 1881.

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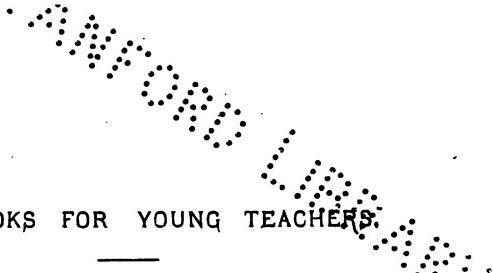
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HAND-BOOKS FOR YOUNG TEACHERS

FIRST STEPS.

CHAPTER I.

THE OUTFIT FOR TEACHING.

Teaching, like every other business, requires a special outfit. The merchant must have some capital and some knowledge of the trade in which he embarks; the lawyer must have knowledge of law and of modes of procedure; the physician must know the human body, the diseases which afflict it and the remedies which alleviate or cure them: without these none would expect or deserve to succeed as merchant, lawyer, or physician. Experience, as they acquire it, makes all these of ten-fold value, but a hopeful beginning cannot be made without them. It goes with the saying that teaching also requires its outfit. This should include, as a minimum, these.

1. A good knowledge of subjects.

It is a truism, but one that needs constant repetition and enforcement, that one cannot teach what he does not know ; that he cannot teach *well* what he does not know *well*; and that, other things being equal, there is a fixed relation between accuracy and extent of knowledge on the one side, and efficiency and fruitfulness of teaching on the other side. Like produces like in knowledge, as in other things. It follows, therefore, that ignorance is utterly out of place as teacher, because one main function of teaching is to guide and inspire and correct others in their acquisition of knowledge. "Bricks without Straw" is but a feeble comparison to set forth the worthlessness and the impossibility of teaching without knowledge.

This should include, (a) *a thorough knowledge of every subject to be taught*; (b) *a fair acquaintance with collateral subjects*; (c) *good general information*. If one is to teach the ordinary arithmetic of the schools, he should know that thoroughly,

and he should know higher arithmetic and elementary algebra; if he is to teach the rudiments of grammar, he should know the English language and should have, besides, some knowledge of some other language. That one should be content to know only a little more than his pupils, just enough to escape disgraceful exposure of ignorance in school recitations, is pitiful and wicked. Mastery of the subjects one is to teach, to the full extent to which those subjects are pursued, not in one's own classes only but also in the whole course of study laid down for any school, with a fair and increasing knowledge of kindred subjects, is the least that ought to satisfy any teacher.

The general knowledge of a teacher cannot be too varied or extensive, provided that it is used with good sense. Let any one think how large a part of what goes to make up the intelligence of a well educated person was not learned from any text-book, and was not in any lesson he was required to recite, and he will understand how useful it is to know many things he will never

assign to a class as a lesson. Let any teacher or any student call to mind how many questions are suggested by any lesson well taught or well learned, and how valuable to the eager mind of either child or adult is the truth thus acquired along with the lesson from the book, and he will say that with equal technical knowledge, he who knows many things outside of the text-book, is by far and of necessity the better teacher. Indeed, he who knows only what he requires a pupil to learn cannot be a good teacher at all.

Add to this the obvious consideration, that outside of school the teacher ought to be an acknowledged leader among the young at least, and ought to be respected by all who know him for his intelligence and devotion to study, and no doubt can remain that the knowledge here demanded is not too great. The ideal teacher, even the ideal beginner, cannot do himself or his school full justice with a smaller outfit of intelligence.

This requirement of knowledge is not for

the purpose of a license to teach only; it goes far beyond that. A school officer's examination, be it as strict and searching as any law demands, or as any ordinary examiner practises, cannot call for a tithe of what every teacher ought to know. An honest beginner, meaning to make teaching a career, will not indeed despise his examination for a license, but he will never be content with what it requires, nor suppose that it releases him from further study. The license is, at best, only a formal thing, and it is too often of no value, because it does not represent any real test to which the holder has been subjected. But in any case, the maximum an honest examiner requires, whether for the third grade license or the State certificate, should be the minimum with which any one ought to be satisfied, and that only for the moment. There are no greater weights to-day on the common schools than many of those whose obtaining of an unlimited license to teach has marked the limit of their growth as scholars.

2. A knowledge of the child who is

to be educated, and of what education means.—The teacher's work is peculiar, as indeed every workman's is. Besides the subjects in which he must give instruction and the general information which is always so much addition to one's power over others, the teacher needs to know the nature of the child upon whom and with whom he works. He deals with children, and he needs to know them, that he may deal wisely with them. He needs to know more than their names and ages and what class they should be in; he needs to know them as children, alike in general constitution, with certain endowments of nature, with certain capacities and stages of development, with certain tendencies toward habits, both good and bad. It is not enough that he knows them as they know playmates and companions, nor as he sees them in the family or in society. He must know how they are made up, to what in them he can appeal and to what he can address his efforts at instruction, what they can do and what they can learn.

This knowledge includes (a) *an acquaintance with their physical being*, that he may know the necessity of warmth and fresh air and proper exercise; that he may have regard to posture in sitting, to proper use of eyes, to proper hours of study, to the laws of health in general, in all school regulations and requirements.

It includes (b) *an acquaintance with the active and moral powers which prompt and guide human conduct*. The child has desires and affections, sentiments and feelings, and a conscience, which are the key to behavior. It is necessary to know and to recognize these in all skilful dealing with him. It is impossible to understand, and hence to manage children, if this part of their nature is ignored. The sentiment of honor, the ambition to excel, the desire of approbation, the power of sympathy, appeals to a sense of right and wrong, are at once powerful and indispensable forces in education, if they are used with discretion. Such use of them depends, in the first instance, upon a knowledge of them, and this knowl-

edge comes from attention to them and careful study of them with reference to their use for this special purpose.

It includes (c) *some acquaintance with the workings and manifestations of the aesthetic sense.* Taste is one of the gifts of nature, to be developed like any other gift, and it may be used, as it should be, as an auxiliary in all parts of education.

It includes especially, (d) *an acquaintance with the intellectual powers of children,* as it is the special province of teaching to train the intellect. The teacher must consider what are the faculties concerned in knowing their natural order of activity or development, the proper mode of their exercise, and how each subject of study and each lesson in each subject are adapted to the discipline of one or more of them. Otherwise, he can only assign lessons and require work at random. Without this he can be only a mechanic and not a teacher, because he cannot work with intelligent reference to either results or processes. Perception, memory, imagination,

judgment, have their appropriate spheres of action, and bring specific contributions to education; and not to know them aright or at all, and not to use them with at least some recognition of their place and functions, is to work in ignorance of essentials, and, as a result which cannot be avoided, to do incomplete and bungling, if not wholly injurious, work. The human mind seems to have a most wonderful power of getting some good from almost any contact with truth, no matter how unmethodical or ill-directed; else every effort of teaching which aims only at getting lessons, and so getting through a book, no matter how or for what purpose, or with what connection with all that has gone before or all that is to come after, would be time and labor thrown away, or worse. It is essential to know by what avenues truth comes to the mind, how it is retained and used, the value and relations of different truths, and in what way and at what time each set of truths is most likely to contribute most to mental growth.

Teaching without this may be lucky, but it cannot be intelligent ; it may accomplish something by ingenious imitation of a model, or by unthinking repetition, but it can never be the work of a master.

3. Knowing how to adapt instruction to the mind of the pupil.—Given the truth by which the child's mind is to grow, and with which it is to be furnished for future needs, and the child with such and such capacities, who by his education is to be prepared for all the duties of coming life, the question, *how to make the most of the opportunity of teaching him*, is a very serious question. Any kind of instruction will produce *some* result ; children's wonderful capacity of acquisition will allow them to get some good from almost any teacher who really tries to do them good ; but it needs no argument to show that thoughtful, intelligent, methodical teaching is much more certain of good results than ever so earnest, ever so honest teaching that works without method, and as it

chances, or at best only by imitation of others.

The questions, *how can I best present this lesson to the child*, with reference to what he already knows and what comes after in the same direction, *when* ought he to learn this lesson, *what intellectual results* ought to follow learning it, should be constantly before the teacher. Many other questions will go with these ; such as, how to fix attention, how to test a child's understanding of what has been taught, how to cultivate the power and habit of expression, how to train the different faculties so as to produce a proper balance and poise of all ; and all these will keep the growing teacher's mind in a state of continual inquiry and study. But the fundamental, preliminary study will be how to adapt truth to the mind of the child, how to teach so that he may learn. In this way only can teaching be skilful and fruitful.

It is not asserted that every young teacher must, in all cases alike, take a full course of instruction in Normal or other

special schools, before he begins to teach ; it is asserted that every one who proposes to teach should make conscientious use of such opportunities as can be had of inquiring diligently how teaching should be done, and that he should repeat and reiterate the question as long as he teaches. Every young teacher should ask himself whether he knows the secrets of learning to read and to draw and to cipher, how truth and the mind are related, and whether he can safely guide the child in paths he himself has trod ; or whether his teachings, as with present knowledge it must be done, will be only a leading of the blind by one blinder than they. It is high time to compel every one who offers himself as a teacher at least to consider the question, *how he will teach*; it is time to urge upon all such the dishonesty, the incompetency, the certain failure of teaching which does not scrupulously think what teaching means and how the mind of the learner grows. It is a correct analogy to say that if a preacher needs to know how divine truth is adapted to the

spiritual needs of men, or the physician should know how certain medicines are adapted to bodily diseases, or the lawyer what provisions of the law apply to the maintenance of his client's rights, then and for the same reasons should the teacher know how truth enlightens ignorance, what truths are adapted to all phases of ignorance, and by what process of teaching the child is best led up to manhood.

Beside these particulars of professional outfit, certain personal elements must not be over-looked.

4. It is too much the fashion for mere boys and girls to teach school.—The false opinion prevails that youth may take a bout of school-teaching, before the serious business of life is begun. Before education is completed, pupils assume to be teachers. A boy or a girl, whom none would trust with any other important business, does not hesitate to offer to teach, as if that were a business fit for the most inexperienced. Many a school is taught by girls of seventeen, or by boys of eighteen, and taught as is alone

possible by such youth. No one attempts to fix an absolute age for beginning this work, but it is obviously a wrong of no small magnitude that children should be teachers! that those whose own education is just begun should attempt to educate others! that mere youth should be playing at what the oldest and wisest find a sufficient exercise of their powers!

5. But more important than this, and an accompaniment and at least in part a product of years, is that **sum of forces and attainments which is called character.** A teacher needs to have grown to be a man or a woman in character before best, or even acceptable, work can be done. He should be known as having a settled purpose in life, as having made attainments, as giving his energies to his business, as feeling the responsibilities of his calling, as seeking for and valuing the esteem of the good rather than being ambitious of companionship and the applause of the idle and frivolous, as a student, a reader, a thinker and a worker, and all this out of school as

well as in school. Keeping school six hours and frolicking the rest of the time, hearing lessons from nine in the morning to four in the afternoon; but with the undercurrent of thought on the evening's and Saturday's fun, laboring with the children while the mind and the interest are even divided with outside and diverting pursuits or pleasures, is not to be a teacher; this is not to show the solidity and sobriety of character which ought to be the perpetual recommendation of every teacher. All avocations which affect human beings as such demand and cannot do without those moral qualities which they seek to produce in others. No person without a *settled character* is fit to be a teacher.

6. A disposition and temper which befit this special calling. Certain stock qualities, such as patience, are popularly supposed to be especially necessary in teaching. These, and more than these, are now meant. Dealing with intellect and character in their formative stages, requires both great readiness of intellectual resources

and great power of sympathy with children. A teacher should be cheerful, that he may encourage and dispense cheerfulness to all about him ; he should be sincere in word and act, and to this end must be sincere in heart ; he must be equable, not all smiles and sunshine at one time, and then all frowns and storms at another, now throwing everything into confusion by unnecessary and excessive laxity of discipline, and now confounding every thing by equally undue severity ; he must be patient, both in instructing and in managing, hopeful of all good to come from his teaching, courageous in every effort put forth, untiring in all labor to do that which he has set out to do. And most of all, he must sympathize with—that is, enter into full feeling with—children in their difficulties, temptations, efforts and wants. He should be able to put himself close by their side and not only to understand, but to experience, their state of mind, and with them to try to do what he requires of them.

If it seems to any that cheerfulness, sin-

cerity, steadiness, patience, hope, courage, perseverance and sympathy with children, are rather traits of moral character than elements of what is generally understood as a person's disposition, let them be so classed, as they may certainly become such by the manner in which they are cultivated and the use to which they are put; only let their necessity be acknowledged, and let those who are to teach ask seriously whether they do now form part of their outfit.

7. One thing more belongs to this outfit; good physical health. This, though mentioned last, is not least in importance. The feeble, the sickly, the deformed, would be far less out of place on a farm as laborers than in a school as teachers. Proper intellectual activity, vigorous teaching, salutary discipline, are impossible in a dyspeptic, a consumptive or neuralgic patient. It is no less than an outrage that the motive for teaching should be expressed in these words; "I can do such light work for six hours, and rest and nurse myself out of school." Children should not be educated

in the presence of bodily feebleness or deformity; no sound intellectual and moral health can be nurtured by those who have just physical strength to drag their limbs about during the day, and who are constant exhibitions of bodily suffering, of irritated nerves and fatigue, and who must, therefore, depress and worry the school life of children by converting what should be an earnest, active, busy, intellectual workshop into a hospital for one unfortunate and generally unhappy being, and a prison for two score of children.

This is the necessary mininum outfit for teaching. If any has it not, he, she, should wait and work till it is obtained. There is no need of *any* who fail in any particular; the schools will not suffer if any who are deficient in these things will keep out of them; they will suffer only as such enter their service. There are schools without number where a free general education, and a free special education for teaching, can be had; why then enter this profession without the necessary education? Time

and wholesome discipline, if nature has given suitable endowments, will bring character, and time should be taken and discipline be submitted to and even sought, severe as are its trials, rather than any should go into school without their result in character. If one has not the right disposition, then he would far better follow the other business which his disposition *does* fit him, or for which it does not unfit him, than work ruin through his irremediable faults in this. If he has not health and symmetry of body, let him bear it as he can, but let him not spoil what might be a good school by making it at once an asylum and a failure.

Should those only begin teaching who have a settled purpose to follow it for life?—This is not asserted, nor is it an article of professional faith. But only those should ever begin who have this outfit; only those should begin whose qualifications are nearly what they ought to be if they *do* intend to make this a business for life; only those who mean to use these qualifications while they are teaching as

if they intended to teach all their lives,
should ever enter the school house.

Does this whole doctrine seem to shut
the door against many with a license to
teach in their pockets, who knock at it, and
knock with much persistence of claim and
much assistance of influential friends? It
may fairly be so understood.

EDUCATION AND JNTY
IN AMERICA

CHAPTER II.

GENERAL PLAN OF WORK : EDUCATION AND SCHOOL.

Many young teachers begin their work without "laying it out" beforehand. They are willing to labor, but they have no definite plan and simply teach from day to day as well as they know how. Their teaching is a more or less direct imitation of others, and has little thought beyond daily lessons and getting as nearly through the book as may be. A term or a year of school is not a definite part of the school life of the child in which he must obtain a definite and pre-arranged part of education ; nor has the school itself a distinct part to play in the life of the child, a part whose boundaries and results can be marked out beforehand with tolerable accuracy. The work done is done in all honesty and all fidelity, but it is very often work without plan or

30 · GENERAL PLAN OF WORK.

method, and very often without any distinct aim. The thought of this chapter and of the next is, that the teacher should consider and plan his work before he begins it, and that he should follow out his plan as formed and as modified by circumstances, or by his own growing experience. In other words, the young teacher should consider what he is going to do, and how he proposes to do it. He should do this in general before he begins, and he should do it in particular for every day of his teaching.

This planning of both should consider:

1. What education is.—To know this, or at least to consider it, is fundamental to all intelligent teaching. No one can do his part of educating a child well unless he has some understanding of what the whole of education is. It is not proposed here to discuss theories of education, or even to give exact definition of the term, but only to direct attention to the subject as one to which thought should be constantly given. In general it should be understood and remembered and constantly

applied, that education is the process of developing and furnishing the child so that he may have possession and control of himself and all his faculties, and may be a *man* instead of a child. Any thing that trains any of the child's powers, whatever gives him knowledge or teaches him to do, or contributes to mastery of himself and control of other men or of the forces of nature, all that helps to form opinions, to settle principles, to fix habits, to produce ability of any kind, educates. The result of education, whether complete or defective, is manhood, whether complete or defective; and whatever all along the road from childhood to the fullest development and power the person ever attains, tends to any further development and power, educates. Education begins in the cradle and ends only with dotage or the grave, or with the stupidity of indifference or brutality. The nursery educates; the home educates; the church educates; the day-school and the Sunday-school, the play-ground, the street, the shop, the circus, the menagerie, the placard on

the wall, the newspaper, the dime novel, the book, the boys and girls and the men and women one meets, *all educate*. It is thus a life-long and very complex process resulting in a very complex product. A hundred forces bring their tribute to it, and it is not possible to separate into distinct threads the web which is so closely woven of them all. It is important that the teacher should have some conception of the extent, variety and mutual relations of the influences and forces which educate, that he may know with whom he is co-worker and what all teachers combined are helping each other produce.

2. What part of education the school teacher has for his special province.— From what is said above, it is evident that but a small part of the work of education is in the teacher's hands, but that part is definite and very important. By saying it is but a small part, it is to be understood that the time over which it extends is short compared with the life of the man, and that it is confined within prescribed limits, and

that it could not be omitted without serious, if not fatal, loss. No other single factor in education so much influences all the future of the child as school does, and hence the common use of the term education means school-education only. If the teacher understands what his special duties are, and how and at what points his instruction dove-tails with other lessons, he will surely do his part better than he otherwise could.

This special province may be briefly indicated under two heads:

The school is specially for (a) intellectual training and (b) the acquisition of useful knowledge. The parent values the school as the place where his child learns to read and write, and acquires such other knowledge as the authorities provide for. The extent and variety of this knowledge depend, of course, on the particular school; but whatever its grade, its primary aim is to give instruction to the end that the pupil may know what his parents, or others in power, think may be useful for him to know.

Together with this in the mind of the teacher and the intelligent parent, goes the *training of the mental powers* so that the learner may presently be able to form his own opinions, to prosecute further study on his own account, and to be, in short, intellectually independent of the teacher.

It is difficult to decide which of these two should be the primary purpose of common school education. Fortunately, right teaching of useful knowledge disciplines the powers, and the few subjects of such education which are valued for their alleged disciplinary power may be made to contribute something to practical utility. Be this as it may, schools are for learning, and the business of teaching is to train the intellect to the acquisition of useful knowledge. But for this specific purpose, they would not be maintained, and this is the teacher's especial province. Children come to him to learn, and by learning to develop and strengthen their minds.

To state this in a different and more

precise form, the intellectual results of school should be,

1. *Possession and mastery of the tools of knowledge*, reading, writing, arithmetic, and language.

2. *Such useful knowledge as all will be certain to need in after life.*

3. *Such discipline of the faculties as will fit for actual observation, correct reasoning within the range of one's knowledge, and the formation of right opinions.*

4. *A love of knowledge, and right method of study*, so that the education begun in school may be carried on, according to opportunity, all through life.

(b.) But learning from books cannot be separated, and ought not to be separated, from other lessons. While Reading, Arithmetic, and Geography are learned, nay, in order that they may be learned, *the teacher must steadily enforce the formation and practice of right habits.* Classes cannot exist, schools cannot exist, unless in these miniature communities such habits as larger communities need, are constantly

inculcated. Order, discipline, attention, respect for others, submission to authority, are essential here as elsewhere, and there can be no school worthy of the name if they are wanting. The formation of these habits is the secondary work of the school ; secondary, not in the sense of their being less valuable than lessons in arithmetic and geography, but in the sense that school is not established on their account in the first instance. These good habits are insisted on, with reference first of all, to their necessity in order that lessons may be properly learned ; but, like the lessons whose acquisition they promote, their value does not cease when school-days are ended, but they and the lessons accompany and help the man in all future life.

The distinct purpose of the school, then, is clearly defined as being *the intellectual training of the child*, and the *formation of right habits*, and to these ends the thoughts and efforts of the teacher should be studiously directed.

3. It is well to add a third particular, viz,

that school should *at least not interfere with education in matters outside of its own special province.* If it does not teach religion, all its spirit and influence and indirect power should be on the side of religion. If it does not teach politics, in the right sense of that term, all its precepts and principles should inculcate the probity and candor which should be carried into the management of political affairs. If it does not impart taste and culture, technically so called, its whole tone and example should be in the direction of taste and culture, and not in opposition to them.

3. How ordinary school work is adapted to these ends and may be made most effective in promoting them. The teacher works in the dark who simply teaches certain subjects, as they are prescribed and because they are prescribed, without asking how they are effectual means to a definite end clearly apprehended. The teacher has considered the result which is to come from education, and so knows what he is aiming at; he has defined the

part which belongs especially to himself, and so concentrates his energies upon his own business; further, he should consider how his own work really makes for the general and the special result, and what direct contributions to that result it brings. He may, indeed, shield himself behind the course of study laid down for him; he may say, I have to follow instructions of principal or school officer, and have no discretion in the matter. Granting this, it still remains equally true that the teacher should know what *he*, personally and individually, is about. He is, by the rules, to teach arithmetic; what will arithmetic bring to the final result of education? He is to teach grammar; what is grammar good for in manhood or in life? And if the answers to these questions do not change the substance of his work, they will change the spirit and the manner of it. When the teacher understands why such and such subjects are to be taught—and there must be supposed justification of each—he will teach with intelligent reference to this rea-

son, and with an interest in each not otherwise possible. Without this, reading is simply a class exercise, and geography, a series of disconnected questions; they are taught because they are to be taught, and that is the end of all thought about it.

But it is even more important that the teacher should consider the significance and value of all that is done in schools under the general name of *management* or *government*. Here is no such prescription as in the matter of studies; here the teacher is always, to great extent, his own master and is left to his own resources. Unless he works blindly and mechanically, he will ask, why are classes arranged in this way and not in some other? Why is this, and this, required? To what good end is this point of order insisted on and that regulation enforced? What is the present value of punctuality and its bearing on the future well-doing of the child? What factor of the manhood which is to come by and by is likely to result from the enforcement of this rule about whispering? What useful

quality is cultivated by "keeping after school?" Why not omit all this attention to manner of standing and order of going to class and ways of holding books, and a hundred other less or more important matters?

There would result from such consideration of the whole range of school duties as is here suggested this at least, and this would be much; the teacher would do all he does with some definite purpose in view, and he would omit to do anything whose bearing on the result he aims at is not evident. Everything done in school would have a meaning to the teacher, and all, whether in instructing or managing, would in his mind tend to the one great end of school.

CHAPTER III.

PLAN OF WORK, PARTICULAR AND PERSONAL.

Besides the general considerations already mentioned which will necessarily lead to many details, it is well to begin school with a particular plan of work, carefully made out in writing and to be followed, unless reason for changing it is found. The teacher who has no experience of his own for a guide, or that of but a single term or two, cannot work wisely or comfortably if he trust to the chances of the day. He is more likely to do well if his work is laid out in minute detail, provided only he does not feel bound to follow that detail at all hazards. This plan may properly include these particulars.

1. Some standard or ideal toward which the school shall rise.—The young teacher, if he have at all the right spirit,

will aim at excellence. He will not be content with anything short of the best he can do. His career is all before him and he has everything to learn. He is anxious to succeed, and is willing to pay the price of success. All practicable preparation is made and the final question is, *What is the ideal school toward which my real school shall continually strive?*

The school must be taken as it is ; school-house, furniture, apparatus, conveniences are as they are ; the children with their habits and great need of instruction, the parents with their notions of school and what the teacher should do, and the school officer with his notions of economy and neglect of all but the most formal duties, are very much of one pattern, the pattern of common humanity ; and with them *as they are* the teacher begins his career. He may, he should, set up in his own mind an ideal he would like to attain. He may, he should, ask to what degree of order, regularity, discipline shall I strive to bring my school ? what degree and spirit of obedience

and docility, what measure of industry and love of learning, should I like to see and will I endeavor to secure ? what sort of school in its lessons and behavior should I like to have ?

This ideal may sometimes very properly be a school which seems to the beginner's present knowledge almost the sum of all attainable excellence. He would not like his school to resemble some he has seen, or attended as pupil, in any single particular ; but he would like it to resemble in all things another in which he first learned to learn, and which has seemed to him ever since to have been what all schools ought to be. The order, the lessons, the spirit of that school, are a model he would now feel satisfied to imitate as closely as he can. Some teacher's conception of discipline and his means of carrying it out, his standard of lessons and his persuasiveness of resources for compelling such lessons, the whole tone and atmosphere of the school under his inspiration, were such as any tyro would do well to reproduce in his own school. This

is certainly better than no standard ; it is safer to follow a good model than to have no guide. Exact imitation is not, in any case, desirable, if it were possible ; the ways and means of another may be altogether admirable as used by him, and simply ridiculous and feeble as used by any other. The young teacher may do well to study the spirit of his model that he may work into the same spirit, and, copying what he can make good use of, transform this copy into his own method and manner as fast as he acquires experience.

But it is wise to form out of one's own experience as a pupil, and his observance of others made with special reference to this end, and the most careful consideration of actual circumstances, *a standard or ideal one would be glad and will strive to make real.* *This* is the way to study ; *this* is the way to recite ; *this* is the way to teach ; *this* is the way to make children love study ; *this* is what order in school means ; *this* is the way in which pupils ought to behave, and *this* is the example the teacher ought to set

for their imitation ; the spirit and character of my school ought to be such and such, *when I leave it*, and toward all these I will constantly work. The resolution which asserts such intentions and expresses such an ideal is more likely to attain results, than going into school with no standard and a consequent working toward no definite end.

2. As clear a settlement as possible of the specific methods to be used in teaching, with their details.—For example: shall reading be taught by the "word method," or by some other? If by the former, the successive steps of teaching in that way should be clearly marked out and followed. So with penmanship; shall it be taught by writing words after a copy, or by combining elements first practised by themselves, into letters and words; Then the details of the method to be used should be carefully and fully worked through and used as a guide in the daily lessons. About reading, beyond the first steps, it is to be considered in what good reading consists, what sort and extent of

elocutionary practice is beneficial, what common faults and bad habits will need correction and how to do it, what time is to be given to it compared with that given to arithmetic, etc.

And so with all the subjects to be taught. Not only is it to be fixed that every thing is to be taught methodically, but the specific method with its details should be thoroughly prepared, according to the teacher's knowledge and judgment.

3. The management of classes, and the order of recitations.—What a recitation is, and what it is for, and what are marks of a good one, are points sometimes not sufficiently considered. What the teacher's part in a recitation is, and what the pupil's, what is order in a class, details of manner, of expression, and all that pertains to the class while reciting as well as to the recitation itself, should receive attention in this plan of work.

4. The same is true of all the order and discipline of the school.—The manner of opening, recesses, dismissal, the

character of general exercises, if any ; certain things common in other schools to be allowed or discouraged or prohibited ; certain things thought to be desirable, to be introduced ; the correcting of whispering, the securing of punctuality,—in short, everything that is sure beforehand to demand the teacher's attention should, as far as circumstances will allow, be planned beforehand.

5. Quantity of work to be done.—It will help much in any school to fix some point which, if possible, the school shall attain. Every pupil shall be able to write at least a legible hand, to read a newspaper or book so as to be understood, to express himself in good English about what he knows ; such a goal set before the teacher at the beginning and kept resolutely before the mind will have a wonderful effect in keeping all up to their work ; the constant aim and the frequent expression will be, *we must do what we have set out to do, if possible.*

6. A resolution of personal fidelity and devotion to the one business of teaching this school. — It is to have, in all ordinary circumstances, precedence of all other claims on time, labor, interest and energy. Punctuality, regularity, preparation of lessons, daily thought how to make the most of school, ungrudging attention to all details, are to be matters of course. Every outside employment, all that diverts interest or withdraws needed labor from school, is to be summarily put after school, and if anything else has any place at all, it is to come in after the full legitimate demands of the school, and for the sake of certainty a little more, have all been met; whatever this may exclude should be excluded, and whatever this may include should come within the spirit and scope of the resolution.

7. Some other personal details should be included in this plan. What degree of intimacy and what measure of reserve should be practised with pupils; proper relations with parents; both due regard for,

and how to secure, the co-operation and assistance of school officers; in what form of self-improvement leisure time shall be spent; what is the right policy in such matters as any participation in party politics, or in the special ambition of the neighborhood, or any active effort in the direction of the popular amusements most in vogue, or to what extent it is desirable to mingle with what is called society; all these should have a place in the outline of work, a place which should be fixed in the first instance by the paramount considerations, *what does school require and what does it allow.*

Nor should all these details be mere matter of form, or only as general, loose notions, simply to start on. While no rigid plan can or should be formed, a definite one can and should be. It should be a rule to live by, a chart to be followed, open at all times for correction and addition, but not a thing of caprice. Good work is based on a plan which, taking into the account all the circumstances within reach and fore-

seeing a result to be attained, permits no serious departure from its path and leads right on to the end. Definiteness of plan prevents wasting of power; it marks out a straight road; it calls for and uses energies concentrated on specific objects, and it greatly contributes to victory over obstacles and to certainty of results, which want of plan, backed by whatever honesty of labor or frequent fits of zeal, can never win.

CHAPTER IV.

MINOR PRELIMINARIES.

A few minor points of preparation are worth mentioning, because some are careless about them, thinking that they either need no attention or can be attended to at any time when nothing else is on hand. Teaching school, like any other occupation, requires habits of business, and neglect of what seem minor matters often involves the destruction of what seems more important. These further preliminary details include:

1. **A clearly understood bargain between school officers and teachers.** It is better always to make a written contract, for which blank forms can easily be obtained. Trouble may arise, in which case such contract is the best evidence for both parties; but without apprehending anything of this nature, when service is to be

rendered and pay is to be received, it is only prudent that the agreement should be very definite and very clearly understood. There should be no doubt when school is to begin, what the term of service is to be, what wages are to be received, and how and when such wages are to be paid, what unusual duties, if any, are expected of the teacher, what conveniences are to be supplied by the district; in short, there should be no doubt on any point that can be anticipated. It happened to the writer long ago to teach in a district in which the custom had prevailed that the teacher should notify each head of family in succession that a load of wood was needed at the school house, and to see that it was convenient for A or B to bring such load, or else to find some one who could and would bring his load out of turn. It was also expected that the teacher would not only make out the rate-bills at the end of the term, but collect them too, and so get his pay. Nothing of this sort may now be required any where, but it is prudent to

know beforehand what is to be done on both sides. It is not meant for a courtesy, but for a simple fact, when it is added that *ladies*, as yet, have not fully learned the necessity of making such bargains in business-like fashion.

And when a bargain has been made, like any other engagement between contracting parties, **it is to be kept.** If the district is bound to pay, the teacher is bound to earn his pay according to the terms of the agreement. It should be kept without evasion, and with honor. The obligation to teach as well as one can, without grumbling or grudging, is of the same nature and of the same force as the obligation to pay for the teaching; such a contract cannot be broken by either party, and the teacher is bound to do as he agrees, just as much as any other person is bound to the service he has promised.

2. The license. — Every where some license or certificate of competency is required. This should always be obtained at the right time, and that is before the

school begins ; the teacher should not be willing to enter the school-house for one day without his license or certificate. The law requires this, but the administration of law is sometimes careless or lax. Aside from all laws, no teacher, for his own sake or for his school's sake, should allow himself to begin school without being qualified as the law requires. Especially should the young teacher be unwilling to begin, or think he can begin, with his license yet to be obtained. Such young teacher will have trials enough without any anxiety about his license.

3. Making arrangements for his home during the term or year.—He should “get settled” before school begins. He will need to do this in order to have all his time and thoughts for his school. He cannot neglect that to be finding a boarding-place, or to be making himself comfortable. The first days of school generally determine what all the rest will be, and the first days should be devoted exclusively to getting the school well under way. In order to do

this, the teacher will need to be settled before school begins.

4. Seeing that the school-house and all that belongs to it are ready.—It may not be his duty to make it ready, but it is his interest to see that it is ready, and he had better make it so than that it should not be done at all. It is not prudent to arrive on Monday morning at nine o'clock, ready to call the school to order, for if things are not in readiness he will never recover from the neglect to see that they were made so. A proper interest in his work will prompt him to make sure that nothing which he can prevent shall spoil the beginning of his work. The house has been repaired, and the rubbish has not been removed from the rooms, or may be lying about the yard ; there may be no provision for sweeping and dusting and opening the doors, or no wood for the first fire, or no one to light it ; there may be need of a pane of glass, or a hinge, or a door latch ; there may be need of new seats or repairs to those now there. The teacher may not

properly be asked to do any one of these things, and it may be the clear duty of some other person to see that they are done ; but it will be better for him to be sure that they are done, knowing as he does that such things are only too apt to be neglected, and that they concern him more than they do any one else. He will surely not suffer in reputation by being on the ground and being seen and known as attending to them and getting ready to make a good beginning when Monday comes. No one ever yet lost ground by knowing for himself that all details of his business just about to commence were provided for, and many a one—many a young teacher, not to say older ones—has suffered from this very neglect of preliminary details. The fault has been only that they did not think of such things, but the consequence has been an embarrassed start and a sense of carelessness and incompetency difficult to rally from, if not a reputation for negligence which follows them as long as they remain.

5. Such acquaintance with the con-

dition and traditions of the school as he can obtain. A knowledge of the school, such as the former teacher or the officer of the district or some resident, if asked, will give, will put the new teacher upon his guard against what might be opposition easily turned into persecution, if not wisely met. It will help him in determining how to deal with any specially unruly children or any disaffected families; it will help him to avoid the difficulties into which some predecessor may have fallen; it will show what mistakes he must try to avoid, and with whom he must deal with especial prudence. If he can find how "the land lies" he will be far less likely to incur unnecessary risks, and far more likely to shape his course so as at least not to make enemies, if he takes pains to learn what is proper for him to know about his school and the people. It should not be necessary to say that these inquiries will properly pertain only to what he, as teacher, will need to know, and will not include the ordinary gossip of talkers and news-mon-

gers ; the less he knows of this at the outset and all the way through the better for himself and the school ; but he may with much advantage inquire into anything, a knowledge of which would be useful in *that* school at *that* time.

6. The visiting of some good school for the sake of observing its ways and consultation with some teacher of experience for the benefit of his advice. A person of quick perceptions, with an immediate personal interest in what is going on because he is soon to undertake the same, will learn more of direct practical benefit from closely observing for two days the routine of a well-ordered school than from double that time spent in the study of theories. Let such a one see how school is brought to order in the morning, how classes are called, how questions are asked and answered, how work is put upon the blackboard, how the teacher appears to control and regulate every movement by everything he does, without violent demonstration or even show of authority ; let him

try to discover the spirit which reigns and which dictates the variety and flexibility of resources for maintaining order and giving good instruction, while he watches how every movement is made, and the beginner will have a guide from which he can at least learn something which it would take him long to find out for himself. And if besides this observation of a good school, he can talk freely with an older teacher and seek advice on such points as seem difficult or obscure to him, this will be of further benefit. Many would in this way be helped out of difficulties from which their books and all their previous education would not relieve them. Such visits and conferences would be of great aid in forming the plan of work spoken of above. Indeed, it may safely be said that no one, intent on learning how to teach and manage his own school, can visit any school or talk half an hour with any teacher, without getting many hints of what and how to do, or of what to avoid and why. Of the three principal means of improvement,—practice,

observation, and study,—probably observation is, to a certain limited extent, for beginners the most productive.

7. The procuring of such materials as will be needed for school and personal study.—The teacher will need books for his own use in connection with classes, and books that he means to read and study for his own profit. Nearly every teacher, in the course of his study and preparation for teaching, has thought, for example, of some simple way of illustrating points in arithmetic, for which he will need blocks, or a set of measures and weights, etc.; or, he wishes to give oral lessons in physics, as he has opportunity, and he will need some inexpensive materials and contrivances for the purpose. That a teacher shall expend his wages, before they are earned, for the benefit of the district, is not meant, but that he shall provide what he can afford and means to have before he actually needs it. The spectacle of a teacher arriving to begin a winter's or a year's school with not, a titlile of professional furniture is an unprom-

ising one, but it is no libel to say that *a few* both arive, remain, and depart, in just this beggarly condition.

8. Coming to school in good physical and mental condition.—No teacher has a right to come to his school for the first time or to come back to it, in a jaded condition of body or mind. One just from a summer of hard physical labor on the farm, or from a long and fatiguing vacation-journey, or from a succession of frolics and "high old times," or from a long term of severe study just completed, is not in fit condition to begin a term of school. He should come rested and fresh for work and able to endure all the mental and physical strain of these hard first days. To be fagged out from any cause whatever when the "inexorable hour" calls to the labor of opening and organizing a school, is to hazard the first conditions of success, and to invite certain feebleness and inefficiency at the very time when vigor and promptness are most necessary.

CHAPTER V.

BEGINNING.

The beginning of any new work is always difficult ; it is the *first* step that costs ; but being ready to begin, ready on all points, is half the task of beginning already accomplished. The teacher who is on hand early, with his license in his pocket, his plans made, his goal determined, his school-house swept and garnished, has already made an excellent beginning, and he has only to go on in the same prudent and pains-taking manner, and a good school is assured. It is safe to say that more failures come from heedless and incomplete preparation, followed by further embarrassments springing from the same cause, than from lack of intellectual ability or want of honest desire to do right.

THE FIRST STEPS.

But it is nine o'clock on the "Monday morning after Thanksgiving," or on what-

ever day school begins, and the teacher has been at his post half an hour or more already. The children have been coming in with their books, and have been spoken to in turn with a word of pleasant greeting, and so at least the beginning of friendly relations has been established. Their eyes are quick to see that all is trim and to observe what kind of person the teacher appears to be. The teacher, too, is quietly forming provisional opinions of this one and that, and forecasting the probable management suited to one and another. At the instant of nine o'clock, by some simple call or direction school is in order, the pupils taking what seats they please, and the teacher faces his task. *What is he to do first?* A pleasant word of welcome to all, that all may hear his voice and know at once how he will address them, expressing the hope and expectation that all have come to school to learn, and the assurance that, if all try to do as well as they can, school will be very pleasant, may be the wisest first exercise. Not a speech, not a

proclamation, not a declaration of educational principles—nothing could be more out of place—but a simple, good-natured word; not this, unless the teacher is able—as all teachers should be able—to say such a word neatly and briefly; and then all is ready for work.

Two very obvious and fundamental principles should guide the teacher from the start; first, the thing to be done now and repeated every day, is *to get to work at once*, as soon as the time for work comes. There should be no delay to consider what is to be done; while the head of the school is considering, the body is growing uneasy and will very soon become disorderly: while the teacher is hesitating what to do, the pupils, noticing at once that he seems to be at a loss how to proceed, are already losing faith in him, if not instinctively getting ready to try his mettle as soon as may be. The teacher, to save himself, must go directly and firmly at the work of getting school into “running order.”

Second; The starting-point and ground

of all discipline for the whole term is *to keep pupils busy*. The moment school is opened books and slates should be called into use; no school of mixed pupils can long be held in order if they have nothing to do, or if only a small part are occupied. If they, or a graded class, are at once made busy—and they can always be, if the teacher has judgment, energy and devices—nine tenths of all the sources of disorder and other difficulties are cut off at one stroke; all that remain are the exceptions to the working of a right general principle.

These may at once be applied to any school. A graded class beginning together at some prescribed place can be set at a regular lesson; to an ungraded school the teacher may say, "All who have slates and pencils may work the first ten miscellaneous examples on such, or such, a page of their arithmetics, that I may see how you cipher; the others may read over to themselves such a lesson in their readers; Willie or Kittie, who cannot do either, may look at the pictures in this scrap-book of mine."

Then names, ages, etc., may be rapidly taken by the teacher, who beckons each in turn to his desk, or passes around the room for the purpose, and at the same time notices dispositions and movements here and there. So simple a thing as this may be done in a way to introduce disorder at once. If the teacher should sit at his desk and call each one to give his name aloud, confusion would almost certainly arise, because some names would be misunderstood, the spelling of others would be uncertain, and occasionally a child is very timid about giving its name. The necessary repetitions and corrections would tempt some to make sport for the others. This kind of disorder would be anticipated by the way suggested, or in case of other schools, by each pupil's writing his name, etc., on slips of paper distributed. It is not so much the intention even to suggest ways of doing all these little things, as to urge upon the young teacher the fact that he must think in what way *he* can do them most conveniently, rapidly and completely. He can

have ways of doing all these without becoming a compound of hobbies, or else he is not capable of making these arrangements at all. At the same time he can ask each what studies he thinks he would like to have, and whereabout in each he thinks he is, and thus as he goes along can make a rough classification, so far as the pupils' account of themselves goes. Meantime, if the occupation assigned to any needs changing, this should be done.

These necessary statistics being collected, the main work begins, that of classifying the school. So much of the efficiency of any school depends on this, and so much of the weakness and partial failure of many beginners is due to mistakes here, that it is necessary to state next some

GENERAL PRINCIPLES OF CLASSIFICATION.

1. Recitations and study, including under these terms all direct contact between teacher and pupil, and of both with their books or other means of study, are the chief business of school, and should, there-

fore, occupy as much of the time as possible, and to this end all other arrangements should be made.

2. There should be, within reasonable limit, as few classes as possible, that there may be as much time for each as can be had. It is far better to give twenty or thirty minutes to a class of ten, than to give the same time to two or three classes of three to five pupils each.

3. Pupils should be put into classes according to their knowledge, which, in mixed schools, should be ascertained by such examinations, generally informal, as circumstances allow.

4. For economy of time and that the teacher may give proper instruction, every subject should be taught in classes.

5. An ideal classification should, generally, give way to the practical question, *what in the circumstances is best for the pupil?*

6. In the last resort the teacher, of course, will determine what class or classes a pupil will be in, but he should take rea-

sonable pains to satisfy the pupil and the parent that his decision is right.

7. While a mixed school cannot be reduced to so strict an order of classes as a graded school, the classification of such a school shows the power of the teacher, and when rightly made gives him his best opportunity of doing good work. These principles will be applied further on, under the head, *Arranging Classes*.

It is necessary to inquire next how much time for recitation the school-day will afford, after deducting what must be taken for other uses; or to make a

DIVISION OF TIME.

The ordinary school day consisting of two sessions of three hours each, there will be three hundred and sixty minutes in all. The teacher should be at school, as a rule, half an hour before school time; he is often obliged by the circumstances of the place, to remain during the noon-time intermission, and he will generally have some nec-

essary work to do after school, such as entering records, etc. The day is long enough for any teacher or pupil who works faithfully, and should not, as a rule, be extended after school for the purpose of recitations. These three hundred and sixty minutes, then, are all the regular time for school work. From this must be taken these items:

Five minutes for opening in the morning and for closing in the afternoon.

Five minutes for business, each half day.

Ten minutes for recess each half day, or in many cases ten minutes for boys and ten for girls, separately.

These require in all forty to sixty minutes, and they are all necessary or very desirable items, though they make a formidable deduction from the total. The only part that can be taken for recitation is the time—ten minutes—for opening and closing, and this should not be taken. [See Chapter IX.] There will remain then, three hundred to three hundred and twenty

minutes for recitations, and this will be the general division of time:

MORNING. *Opening*, five minutes. *Business*, five minutes. *Recess*, ten or twenty minutes. Recess need not occur exactly in the middle of the half day; for physiological reasons it might better be before the middle; it may be any time between ten and eleven o'clock. *Recitations*, one hundred and fifty to one hundred and sixty minutes; say, ten recitations of fifteen minutes each [see next topic,] or four of twenty and four of fifteen, with ten to twenty minutes for the beginners or some necessary extra class.

AFTERNOON. *Business*, five minutes. *Recesses*, ten or twenty minutes. *Closing*, five minutes. *Recitations*, same time as morning.

How long a time should each recitation have, or rather—for that is the practical side of the question—*how short a time may it have?* No absolute answer can be given to this question, for the time must—as in fact it *will*—be regulated by circumstances.

If it is possible, no recitation in any subject, unless some one little child must read by itself, or some one great child *must* parse all alone, should have less than fifteen minutes. Any less time seems almost ridiculously short, if recitation means anything but a flux of memorized words, of which a great number, certainly, can be said in less time than fifteen minutes. In the school-day, as provided for, there could be twenty to twenty-two recitations of fifteen minutes each. If it is possible to make fewer classes and give each, or even some, twenty minutes, much would be gained every way. It will, probably, be more helpful to most teachers of mixed schools to suggest *fifteen minutes as the standard length*, as that is a longer time than many now see the way of getting. Fifteen minutes, then, let it be, where it cannot be twenty.

WHAT IS TO BE TAUGHT.

The number of subjects to be taught enters into the organization of school and must be briefly considered, although it is

not now the object to discuss courses of study. Singularly enough, neither statute nor local law prescribe, with any definiteness or uniformity, what the subjects of study in a common school shall be. In point of fact these embrace almost all that are pursued in any school. Teachers do not want the reputation of not being able to teach Algebra and Natural Philosophy and Physiology, and the few who are ambitious of doing, or perhaps competent to do, more than the others, tax the labor of the teacher and the time of the school disproportionately, if not unjustly. The question is not now raised of the relative value of Grammar and Physiology, but only whether the common ungraded school should be exclusively or mainly occupied with those branches which it is assumed all will study, and whether it should admit those also which are generally considered as higher, and which are desired in these schools by a few pupils for this very reason. No other answer can be given than this: the common branches, the rudiments of all

knowledge, should be first and fully provided for; that is clearly the business of the school; the Reading of the younger classes, and the Geography if it can be taught sensibly, and the Penmanship, and the Language should not be neglected in any way or degree that one, or three, may study Algebra and Philosophy. If any thing is to be excluded for want of time, if any thing is to find its time and opportunity as it can, it should be, clearly, the branches which are regarded as higher, because the common school is established and maintained for instruction in those lower branches which all are supposed to need. It may be best to provide for the other, but not at the expense of these; if the time of school is fully occupied with these common studies, Algebra and Philosophy must be relegated to odd minutes, to a little time before school or after, to "noon-time," or to whatever spare moments or outside time the teacher can find for them, or be discarded altogether. The traditional "three R's" must in no case permit

higher branches to usurp their time and attention. But some things not always included should always come in as part of these commonest lessons for all pupils whomsoever. The intention is not to make new courses of study, but to ascertain how the subjects which are demanded and which the school will pursue, whether the particular teacher thinks they should be taught or not, and those besides which clearly must be added to make others effective or to supply fresh and growing demands, can be provided for. Among the latter, should, without doubt be reckoned Drawing, History and Government of the United States, and a knowledge of what is now going on in the world, the use of language and of all knowledge acquired in the practice of composition writing, and the rudiments of some natural science. It is fairly a question whether the last three are not worth more in every way to the pupil than technical Grammar and catechetical Geography; it is not a question that the common school, the only school a vast majority of the land will

ever attend, should give attention to them, if the pupils who leave these schools are to take anything away but the dry bones of a little memorized technical knowledge. But leaving in all that former theories of education still retain and adding the minimum of what the newer theories and practices properly demand, the teacher must recognize and provide for this curriculum, viz. Reading, Spelling, Geography, Grammar, Arithmetic, History and Government, Drawing and Penmanship, Language or Composition, and a Natural Science. A Natural Science is said, because it may be one or another according to circumstances, the main thing being that in some direction children should be led to observe and study and love nature. The way is now clear to apply all this to

ARRANGING CLASSES.

All were left just now at work at something which will help to show the place to which each belongs. Those who have done the most advanced set of examples in

arithmetic may be called out and their work inspected, and they may be further tested by questioning or by other examples to be solved. The same may be done with the part who have worked the other set of examples. Aiming at two classes in arithmetic for all but beginners, all who should begin somewhere near the middle of the book might be in one, and all who should begin just after the "ground rules" in another. In the main this could easily be done, but a few of the first would insist on being in the "back part" of the book and a few of the second on beginning at the middle. Here are the two points; there *cannot* be so many classes, and the pupils must be satisfied, if they can be. They may be convinced by repeated trials, that they do not understand thoroughly what is necessary for beginning where they desire; they may be made to see that they can learn so much more in class than they can in scattered, individual study without reciting; they may be persuaded to make the trial and convince themselves that they be-

long exactly where the teacher's judgment puts them ; and, if need be, they can in the end *be put there*. In most mixed, rural schools, no violence will be done by putting all who have previously ciphered into two classes, and the beginners, or those who ought to be beginners, into a third.

Those who are to study Grammar and Geography may be tested and divided in the same way. It will always be easier to make a small number of classes in these subjects than in others. The grammarians will readily fall into the ranks of beginners and advanced. Those who ought to study home Geography, or that of the United States, will properly go into one class, and those who ought to study some other country, into another.

Reading and Spelling classes make difficulty because children and their parents so foolishly insist on using the higher readers, and because the notion prevails that there must be as many spelling classes as reading classes. In very few schools can the children read profitably in readers higher

than the fourth of the ordinary series, and teachers can do no better service in this subject than to persuade, or if need be gently *compel*, pupils and parents to be satisfied with a reader of that grade. With a full understanding of the difficulties involved, there is no hesitation in saying that the teacher would better do some violence in this matter and reject the books above this. Thus there would be only four reading classes beyond the beginners.

It is worth serious consideration whether all learning of Spelling should not be incidental to other lessons; that is, whether set lessons in spelling should be given for the sake of spelling. If, however, the common way of dictating spelling lessons is to be followed, as it is almost universally, aside from what spelling will almost of necessity be done with other classes,—and spelling should be practised in them all, as occasion arises—the whole school, with the exception again of the beginners, may be divided into two classes, and with better results than if there are more than two.

The most advanced half of the school may be in one, and the rest in the other. If any in either should, so far as spelling goes, be in the other, they can easily enough be transferred. Half the school may just as well spell in one class as to be divided into two or more; indeed, if there is any merit in oral spelling, or in writing words dictated, the more the class does, the more the individual pupil hears or does himself, and so he has a better chance than he would have in a small class. The lesson, whether from a spelling book or elsewhere, can very easily be made suitable for each of these two divisions. If any says that his school is too large to spell in this way, as there is no place in the room for so many to stand, it is obvious to say that standing in a row is no necessary part of a spelling lesson, more than of any other; the class can sit in their seats, and the one who is to spell can rise, if that is desirable, or all can write together, no matter how many there are.

As to Penmanship; all can write at once,

two, or possibly three, books of the ordinary series, being sufficient for the best interests of most schools. The Drawing, also, can be very well managed in one class, the teacher giving instruction on the board one day to those who are doing certain work while the others are practising yesterday's lesson. A part of the time being so devoted to lessons in advance for some part of the class, the rest of the time can be spent in inspecting and correcting the work of individuals. These two subjects may alternate, if it is necessary that any should.

The Language or Composition, like the Spelling, will need two classes, but a little practice and ordinary devices will soon enable the teacher to get the right kind of work from half the school at a time.

History and Government together, either connecting the two in one lesson or alternating them by half-terms, may be subjects for one class, the older half of the school ; or, which would be better, they may be sub-

jects for part of the instruction in the general exercise. [See Chapter VII.]

The Science lesson will need one recitation period by itself or with other subjects in the general exercise, but it should be with the school as a class, each one, young and old, getting what he can from it.

The general scheme of classes aimed at in this discussion would be something like this.

Arithmetic, three classes ;

Grammar, two classes ;

Geography, two classes ;

Reading, four classes ; [there should be
three, if possible.]

Spelling, two classes ;

Penmanship and Drawing, one class ;

Language, two classes ;

History, with or without Government,
one class ;

Science, one class ;

In all, eighteen classes.

This scheme does not provide for the little ones, whose lessons should be short and frequent. Half an hour's time is left

for them, and this can be supplemented, perhaps doubled, by making assistant teachers for a few minutes each half day of the older pupils. This is not suggested with the thought that the instruction of the little ones is to be in any sense neglected. The teacher will give to them all the time he can, and they will receive this further instruction under his own constant notice by the plan proposed. In summer schools composed of young children only, there might be but one class in Arithmetic, none in Grammar, and so on. In these schools there would be longer time for class exercises, or they could be more frequent, and there would be opportunity for much oral instruction and much practice of writing and drawing. The particulars would vary, but the principle of the arrangement would apply, now in this way and now in that, to all schools.

No attempt is made here to fix the precise number of classes for any school; circumstances vary so much that this would be impossible. The young teacher is only

urged to make the number of classes small by every device, so that the time for recitations may be most profitably employed. He must *control* and *persuade* and *compel* pupils to come together into classes, that he may have opportunity to instruct them. It is simple nonsense to have recitations of two to three minutes in length; and it shows want of resources or feebleness of power, if a teacher allows a school of twenty-seven pupils to demand twenty-eight daily classes, as in one instance known to the author. Nor can any absolute length of recitation be prescribed; it is not the present object to give exact formulas for managing schools but to suggest principles.

This matter of classes is often the greatest difficulty for teachers of ungraded schools, and this is the excuse, if any is needed, for dwelling upon it with repetition and emphasis. Sometimes variety of text-books is at the bottom of it, but in most places now the proper authorities will remedy this if the teacher judiciously and resolutely demands it; it arises sometimes

from the older pupils' having been previously permitted to take up studies and advanced parts of subjects for which they were not qualified, and of course it requires much tact and firmness to bring together again what ought never to have been scattered; it arises most often from the present teacher's own lack of apprehension of the evils of numerous small classes with but three to five minutes for each, and his allowing two or three here, and two or three there, to form a class contrary to his judgment, because he would like to please or because he has not courage to resist impro-
tunities.

Once again, every young teacher who reads this chapter is urged in those first days of school to apply himself vigorously to the task of reducing the number of classes by *bunching the pupils together*. Persuade or compel those great boys and girls, who can hardly read at all and think their size demands the fifth reader, the sixth reader, the rhetorical reader, to come together on the fourth, and as a solace to their disap-

pointed ambition let the teacher's newspaper, or magazine, or history or other book, supplement sometimes, or many times, the despised reader. Bring together all those mathematical geniuses, who want to cipher all over the last half of the arithmetic and the elementary algebra, at some point most suitable for the larger part of them, and let the best help the poorest catch up, and stimulate all by giving such additional work as they can bear. Put those who, in like manner, have scattered themselves over the first part of the book together, and pure beginners will make another class. If it is best or necessary to study intellectual arithmetic, the very best use to make of it is as a two minutes' drill introductory to each lesson in written arithmetic. The assertion is made confidently, that any teacher who really sees its necessity and will work patiently at it will very much reduce the number of classes. He must begin with resolution and he must improve every opportunity of condensing classes, and he must make it apparent to

scholars, and all parents who will take pains to know, that the recitations—from fifteen to twenty minutes in length—are worth ten times as much as those of three to five minutes, which are really no recitations at all and are hardly worth reckoning as pretences. This course is not meant at all to lessen the teacher's labor—it will not do that—but to make it more useful.

To prevent all misapprehension and the charge of making an ideal scheme which cannot be carried out as a real scheme in any school, it is repeated that it is meant to be *tentative* only, and suggestive of what may be done in the main in any ordinary school of from twenty-five to forty, or even more pupils, and *it should be done*. It is high time that the puttering and wasting of strength in the farce of a three minutes' recitation should be peremptorily stopped, and that "it can't be done" should be replaced by a vigorous, "*it shall be done*." There need be no reserve in saying that no teacher can hear, to any profit, more classes than these, and that no

ordinary recitation period can be shorter than the fifteen minutes here specified as a minimum.

Graded schools, following a prescribed course of study and being classified according to that course, present no special difficulties to the individual teacher in this matter. Conditions of promotion and forms of examination are fixed by the Principal or Board of Education, and the teacher's part is simply to carry out instructions.

To come back to the getting of this particular school into working order. There are to be only as few classes as possible in each subject. By trial of those who are to study each subject, as suggested for those in arithmetic, and trials in as many parts of the subject as may be necessary, a provisional classification may be made *on the first day*, while all are kept busy by being told that they will be examined in this way in *this* subject first and in *that* next.

What then has been done this first day? A provisional classification has been made according to a principle which will be car-

ried out as far as seems practicable, and on a basis which none can reasonably object to, viz. this informal trial of each pupil in each subject; all have been kept busy, the teacher most of all, and work for the next day has been given. During the day, as occasion has arisen, the teacher has gently but firmly asserted his mastership and has at once taken control of his school and has shown the way in which he means to manage. A word, and notice what lessons will be heard first in the morning, may dismiss the school.

Once again, some man may say, "this is all very well to read, but schools don't begin in that way." These suggestions are not made for any whose experience permits them to do better, or for those who are sure they will do best by not knowing how they will proceed; nor is it supposed that any will follow these suggestions exactly and go no step beyond. Full details are not attempted; every work-man must provide for little things, in which his work is sure to differ from that of any

other man. For the benefit of those who do not know a better way, and on the sure ground that any sensible plan of opening school is better than no plan at all, this principle and these details so far are written out at some length. Unless the young teacher can do better, he will do well to do this.

If the work here given cannot all be done in one day, let two days be taken ; the precise time is not essential. The main thing is to know what one means to accomplish and the law by which he ought to work it out ; and if any one says he cannot do this or something like it, it is a confession of weakness which will probably belong to all he does. But let it be noticed that the judgment used in this day's work and the value and safety of its results will depend largely on the teacher's meeting the conditions already laid down in the introductory chapters.

School, then, is dismissed at the close of the first day with classes formed, except in some doubtful and deferred instances, and

with lessons for the first part of the next day. This provisional and tentative classification is completed and corrected, if need be, on the following day, and the school is ready for the

PROGRAMME OF RECITATION AND STUDY.

These principles should guide in the making of a programme:

1. Periods of study and recitations for classes, and so far as possible for individuals, should alternate.
2. Exercises which relieve by requiring more bodily movement or manual practice, such as drawing, or reading accompanied with vocal gymnastics of any kind, should be put at times when this relief will be most needed, as in the middle of sessions, or toward the end of the day.
3. In general, classes should come in such order as will keep pupils busy and will afford rest and stimulus by frequent change of occupation or subject. The inevitable uneasiness of a school in which this principle is disregarded is proof that all such points should influence all arrangements.

4. In consideration of the fact that the teacher is bound to continued exertion, and so the strain on body and mind is great, secondary regard should be paid to such an order of exercises as will also relieve him, as far as is consistent with the interests of classes.

5. It is very common to say that the most difficult subjects, those which require "most attention and hardest work" should come first, because the mind is then freshest, and the almost universal practice puts arithmetic into this place of honor, with the exception, sometimes, of the reading classes. This is an error; all the subjects of study—grammar, arithmetic, geography, history, science—require close, and equally close attention; arithmetic is not, generally, the most difficult; it is made the hobby of much teaching and the standard of promotion, until algebra supersedes it, but if any subject should be put first for *this* reason, it should, clearly, be grammar; but it is neither correct nor politic to arrange order of classes on this principle,

for all subjects should receive equally earnest attention and should be made equal stimulants of the mind. The other considerations mentioned should have precedence over this.

6. This programme should *fill* the time of the sessions, and should control the action of the school. It may, of course, be changed for cause, but it should be made to be followed till it is changed, and both teacher and pupil should live their school life by it. Let it be plainly written out and posted and then let it be followed. This is best for the school as a school, and the lesson of it is invaluable in all after life.

7. Besides the programe of recitations, there should also be a programme of study, and for two reasons. The teacher should know whether a pupil's time is fully occupied and whether he can prepare the lessons assigned. That is, the teacher should know just where the work he requires is to come in. Secondly, the habit of having a time for every part of his work, and of do-

ing each part in its own time, is a habit to be cultivated. It is advised, then, that a programme of study be made out for each class, that it be posted and followed in the same manner as that of recitations. The pupils then have a regular occupation—recitation of such a lesson or study of such a lesson—for each period of the day. If any prepare any lessons out of school, it is better that this too be regularly done, and be the same lesson every day. Pupils can be advised at least to take this course.

With these considerations about programmes the matter is left with the teacher. Each can best make his own particular order of exercises. If only the young teacher will accustom himself from the start to seek after the best way and to decide on each part of his own mode of procedure for reasons satisfactory to him in present circumstances, he is better off without exact formulas for doing everything. The data of the formulas he needs being suggested, he can best apply them to his own case for himself.

The only remaining item is that of

SEATING.

In graded schools the classification determines the general order of sitting ; that is, the school sits by classes. The same rule prevails in mixed schools ; that is, pupils should sit by classes, so far as that can be done. Pupils who have different ranks in different subjects may conveniently sit with the highest class in any subject to which they belong. Assuming that this general principle will regulate the seating of a school, these suggestions are added :

1. Some idea in the teacher's mind of appearance, or order, or convenience for the various school movements, or the height of seats and desks, will determine whether a particular class shall sit here or there. That is, there will be a reason, satisfactory to the teacher, for putting a class where it is placed.

2. Whether boys and girls in the same class will be seated in the same row of seats, or in one section of a long seat

running round the wall, or whether all the boys shall be together in one half of the seats or benches, and all the girls on the other, will not be determined, of necessity, by their being boys and girls, but by relative number of pupils and seats, and by the considerations mentioned above. These ideas should be carried out rather than whims about sex.

3. The seats of individuals of a class will be determined by considerations not always to be made public. Sometimes they may be seated so as to make a regular gradation of height, for appearance's sake, provided no more important principle is sacrificed. Sometimes the unruly ones, after they are discovered, are put in front because they are unruly. Sometimes, the privilege of choosing seats may be allowed, with the understanding that retaining them depends on behavior. Sometimes, rank in class, when it is ascertained, determines seat and with good effect in certain teachers' management, though this is not recommended as a good general rule. Sometimes, "good

"looks" or the contrary, have something to do with it, and not without reason, and sometimes, considerations of personal cleanliness or known habits which cannot be made a matter of direct school discipline properly and imperatively determine it. Here again the young teacher is recommended to act on the assumption that he may control this matter as all others, and to regulate it positively and so as to meet some idea of order and convenience, or keeping certain pupils out of each other's reach; that is, *he should do it by authority and for reason*. Nor is this a thing of no importance, in either graded or ungraded schools. Willie Jones and his mother and Kitty Sawyer and her father often have notions of their own about seats, which the teacher would be glad enough to gratify if *he could*.

4. Some other considerations, however, should come in to modify the foregoing, and such as are too apt to be overlooked.

(a.) Children should not sit on seats or at desks too high or too low for them. No

child should sit from opening of school to recess with feet swinging clear of the floor, or crouching down to meet his desk. This, more than any notion of looks, order, or convenience, should determine the seats of some.

(b.) There are in most rooms seats of especial exposure to drafts of cold air, blasts of hot air, and painful glare of light, and there are children peculiarly sensitive to such things. Some boys do not know there is a draft, and some girls are salamanders as to stoves and registers; careful regard should sometimes be paid to such things, both on occasion and as a permanent arrangement.

(c.) Personal and family antipathies should sometimes be recognized. Of course, the teacher cannot always, or even generally, know or pay any attention to feuds of any sort, and yet he may sometimes avoid making trouble for himself in school by not compelling pupils, who represent this feud, to that direct personal contact in the same

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seat for six hours a day which is avoided every where else.

(d.) The temperament and disposition of pupils should have something to do with all arrangements for children. So far as school order goes, seating pupils so that they will neutralize each other in some respects is sometimes prudent, at least to the extent of not putting together the two boys or girls most likely to make disturbance, unless, indeed, the teacher may think it best to concentrate all tendency to disorder in one section of the room. It is not meant that a very bad girl should be seated by a very good one ; that often makes just cause of complaint ; but that pupils should be so seated as not to provoke each other to disorders which either might not originate somewhere else. Removal from the special temptation which comes from sitting too near another repository of kindred mischief is sometimes prudent and right.

If some think that too much space has been given to so purely technical a thing as seating forty or fifty pupils in a school room,

others will justify it by recollecting the petty trials which mistakes in this little thing have caused them.

All these details of beginning, studies, classes, programme, seating, are now arranged *provisionally*; they may be modified as new circumstances appear; but within a week of opening they should all be settled for the term and every thing be in good working order. Other pupils coming in must fall into the order established; there is no other way to do; the school cannot be reorganized to meet demands of irregulars and stragglers.

The next thing is to carry on the school for a day.

CHAPTER VI.

THE ROUTINE OF SCHOOL.

The organization of school being completed by working out the principles suggested in the preceding chapter, the next point to be considered is the *daily routine of school*, or *each day's "school-keeping."* These principles are suggested as guides for the daily ordering of school. It should be noted, that what is generally called government or discipline is not now meant, but rather what goes by the somewhat opprobrious name of *machinery*. This, in right degree and form, is always necessary, and if properly ordered is a valuable contribution to discipline, though it is rather the formal and external movement of a school than its real government.

1. The common business mottoes, *a time and place for everything and everything in*

in its time and place, and let every one mind his own business, are as necessary and as useful in school as elsewhere.

2. Every regulation, and every movement, is to accomplish some part of the general result of order and efficiency in the school ; nothing is to be done without some object distinct to the teacher's mind.

3. The needs, comfort and efficiency of the school are of far greater importance than the minute and over-particular ordering of every detail according to some standard of personal fussiness.

4. There should be as little apparent machinery as possible, and the obvious design of all should be to promote proper order, to save time, or to enforce practice of right habits.

5. *The school room is never to be made a place of rudeness, noise or disorder ; it should, at all times, be a place of study, or of regular exercise, such as calisthenics, or of quiet recreation.*

6. In short, all the movements of the school should tend, not to a burdensome

system of school tactics and exercises, as if school were for the sake of its manœuvres, but to keep the school in orderly and useful progress from the beginning to the close of each session.

The presumption is that the teacher is to know personally every morning that all things are in readiness, and, as a rule, is there himself before any pupil. What shall be the

ORDER BEFORE SCHOOL ?

It might be unlimited license to do as pupils choose, or it might be the order required in school hours. There are objections to both, and a just medium between the two is better. There should, clearly, be no lounging or loafing with caps on or hands in pockets, or pushing rudely about, and it is not necessary to make the school a place to be shunned, except when pupils are obliged to be in it, by over-strictness of regulation. This might properly be the fashion of it: quiet entry at any time, with cap, shawls, etc., deposited in proper place,

general permission to talk with each other and with the teacher; no leaving the room or house without permission; of course in winter free access to the stove, etc., but absolutely no pushing or crowding; encouragement to spend the time in study, or in conversation about studies and school. Much is gained if the school room comes to be a place of free intercourse, restrained only by the pupil's own growing sense of propriety and necessary checks by the teacher as occasion requires. It is not a point to be despised in education, if for this little time in the morning, pupils can be allowed considerable liberty and yet maintain an unforced respect for the place and the purpose of meeting, and if there can prevail among the pupils and between pupils and teacher a *polite freedom of intercourse*. Of course, the teacher must be master here, as in all; he must at once check all undue noise, the unruliness of individuals must be subdued, and the desired decorum of all maintained. As a great help to all this, the teacher might make it

his business to show or to do something which would interest or instruct, like curiosities of any kind, simple experiments in physics, or to make this the regular time for giving assistance to pupils who need it. This would have a wonderful influence on punctuality.

At nine o'clock, precisely, or one minute before, school is called to order by some simple signal; a single stroke of a bell is most convenient; or, if there is no bell, a single rap on the desk. If some are still out of doors, a signal must be given where they should hear it. Not more than one minute is needed for getting to seats with desks cleared, and into that degree of order which belongs to the school as a whole.

RECORD OF ATTENDANCE.

Attendance may be taken best the moment school is called to order. It is not necessary to consume time in doing this. Teachers have their own way, but as simple a plan as any is this; put the names of convenient parts of the school—one row of

seats, one side of the school-house—on slips of paper which are placed on the first desk of a row or first seat of a division just before school begins ; at a sign or motion of the teacher the pupils sitting in these seats rise and check the names of absent scholars, and put the slips back upon their desks to be collected after opening, or at some more convenient time, and brought to the teacher's desk, who makes the entry in his record after school. This will not generally occupy more than fifteen seconds, taking much less time and making less confusion than calling the roll by name or numbers. This can be repeated, if it is necessary or required to take this account more than once a day.

OPENING EXERCISES

immediately follow. Of these it is obvious to say they should be short, simple, and such as all, or very nearly all, can take part in, and all should be required to take part, unless for cause. Whether they should be religious or not, depends on circumstances. There should be no doubt that the reading of a few verses of scrip-

ture by the teacher, or by the teacher or pupils, responsively, and the saying of the Lord's prayer in unison, preceded or not by the teacher's offering a short prayer, is a right and a helpful opening of any school, if it is done in a right manner and spirit, and if there is no considerable opposition to such an opening among the parents. The young teacher is advised with all seriousness to open his school in this way if he himself believes in it, and there is no positive objection on the ground of unfriendly or divided views of religion. But if it is to be a form only on the part of the teacher, if parents oppose it, or if the school is in a condition to make it undesirable, it would far better be omitted ; it would be better omitted, unless for the given teacher and the given school it serves some real purpose as a school exercise. If these exercises are religious, the lesson of scripture should be short, and should be, generally, from the Old Testament history, the Psalms, or the Gospels ; and the prayer, aside from the Lord's prayer, should be a

school prayer, not one for a conference meeting or for Sunday service.

In case the opening exercises are not religious, some other may be substituted. It is pleasant and gives the day a good start, and it is therefore desirable for all, teacher included, to do the same thing for five minutes. It almost takes the place of a family's getting together round the breakfast table for a school, as a whole, to do something pleasant, as a set-off for the day. All feel better for it, and all take more kindly to their work after, and from, this beginning. Five minutes' reading from a good book, five minutes' singing, a series of brief accounts of great men by the teacher, carefully prepared, so as to be entertaining and instructive, and easily remembered, the news of the day—any of these and many more may make a good substitute for religious exercises, provided the teacher makes them mean something, and so makes them contribute some good to all the school.

Following the programme already made out, the next item is the necessary

BUSINESS OF THE MORNING.

If any general directions are to be given, the best time is immediately after the opening, before books are taken. These may include anything about lessons, an opportunity to ask questions—and by a week's proper dealing, a school will learn what questions should be asked at such a time—a word about behavior, appointments to any special duties, as to open windows at recess, to hear a class of little children read, etc. If there is nothing to be said or done in which all are concerned, books are taken at a signal, and for the school there are five minutes of study before recitations begin, while the teacher is attending to little matters with individuals. All the miscellaneous *chores* for the half day should be done in these five minutes, so that no time may be lost from recitations. There will generally be business enough to use the full time; a child absent yesterday will need to know what

the day's lessons are, and to give account of his absence ; another will need an extra minute's help about his lesson ; another to be asked about some written exercise he was to bring in, etc. All these little matters being disposed of, there is nothing but the recesses in the way of solid work with classes for the morning. That work should suffer no interruption from leaving seats, asking questions, or other preventable source.

CALLING AND DISMISSING CLASSES.

For recitation, classes should sit together, as a matter of course: If the scholars sit by classes in rows of seats, they may recite from their seats. In this case, all that is necessary is that at the signal the class should be in order for recitation. But there should be a uniform order, understood and required ; e. g., desks cleared of what will not be used, needed books, paper, etc., ready, places found, etc. If pupils are not seated in classes or for other reasons have to be called together, there should, of course, be a place for recitations, and there

should be an order of coming and going. This is a very simple thing to say, but not so easy a thing to do. The object is to get a certain number of boys and girls quickly and quietly to a certain part of the school-room in readiness to recite, and back again in readiness to study. A simple and rapid way is to say, *next class*, or *A class*—at which the class gets ready to start, the pupils knowing what getting ready includes—*stand*—the pupils knowing what that includes—and *pass*. In dismissing classes, it is enough to give the same orders, *ready, stand, pass*. The stroke of a bell, or a motion from a teacher may be substituted; the particular way is not essential, but it is at least better that so simple a thing should be regulated. The burden of the day's work need not consist of marching and countermarching, but the regulating power of the teacher is shown in the compactness, convenience, orderliness, and time-saving promptness of such movements. Getting to and from classes in a mixed school, or in schools with recitation rooms

attached, especially if they are on different floors, requires a power of arranging and controlling which is not always exhibited. It is also school discipline, as far as it goes, and not useless discipline for after life, to rise and stand properly, to walk as men and women walk, to get up from a seat without swinging up on one heel and one hand, to go up and down stairs without tumbling over some one. It is proper, and not a needless waste of time in putting and fussing, to insist again and again that boys and girls shall carry books in a way not outlandish, and not carry pencils sticking out of mouth, and not walk with eyes out of window or up at ceiling, or in other ways appear awkward or gawky. And all these regulated school movements should contribute something to these ends.

RECESSES.

Recesses are the most difficult part of school routine. That they cannot be dispensed with, is certain; that pupils should not simply be turned out or let out into the

yard to do just what they will, while recesses should be times of freedom and recreation, is equally certain. That they bring only a change of work to the teacher, is known to any who have made trial of teaching.

Where both parts of a school can have recess together, *all* should pass out in such order as is convenient, but *in order*; windows should be raised for a thorough ventilation of the room, which, together with closing at the proper time, may be entrusted to pupils appointed; as a rule the teacher should also go out, both for the sake of fresh air and for the purpose of knowing what is going on on the play-ground and *in the out-buildings*, and he should take such exercise as circumstances will allow.

Recess should be at least ten minutes in length; fifteen minutes from the time of starting to the time of being in order in seats is not too long. The teacher who can suggest and help in suitable games and play will do much good; he will at least

prevent rough and boisterous ones. He will not need to join in them, as some do, but no harm will come from occasional participation in some of them. At any rate, he should encourage the children to active exercise, and to play their play out at recess.

Shall all be required to stay out of doors during the entire recess? Unless for special reasons all should go out, and in good weather all should remain out as a rule; special permission may be given to return, or general permission to pass back after passing out. The time spent out of doors may be shortened according to the weather, and the recess may be finished in-doors. Pupils should not be allowed to think they do not need any recess, or to think they do not want to stay out of doors in suitable weather, or to form little cliques to come in and spend the time by themselves. By judicious explanations and the encouragement of personal example, they should be taught the right use of recess and the value

of out-door exercise, and to mingle freely with all on the play-ground.

In stormy weather, only those who desire may pass out, but *the teacher should judge when the weather is stormy*. In this case, there should be recess in doors. Windows should be opened, not so as to incur danger from drafts, but so that the foul air may be cleared out. Then some regular system of in-door exercise may be followed, light gymnastics or calisthenics. Either in doors or out of doors, there should be some exercise, and in all weather there should be sufficient admittance of fresh air. Sometimes what is called a talking recess, may be substituted for the gymnastic recess.

Where boys and girls must have a separate time for recess, the problem is more complicated. Double time must be taken; at least ten minutes must be allowed for each part of the school. The teacher cannot go out, unless he leave the part which remains in under the care of a monitor. There is difficulty about ventilation too, for windows cannot be opened freely when

part are in their seats. One of two courses may be followed. (1.) Boys may go out for half the time allotted for recess, and girls may have recess in the house; then girls may go out, and boys have recess in the house; and while either part is moving about, windows may be opened. Or, (2) boys and girls may have separate recess, the part in-doors maintaining school order, and a minute or two may be taken at the beginning or the close, when all are required to move about, for ventilation. In either case, the teacher should know, sometimes by personal inspection, sometimes by reports of monitors minutely instructed, what is going on out of doors.

What kind of games may be allowed at recess? Any that are not rough, and do not expose any, particularly the younger ones, to danger or injury, or do not so engage attention that pupils will not drop them instantly when the signal for going in is given, or that do not expose the neighbors' premises to any kind of depreciation, or do not endanger school property

or lawns. Of the former, snap-the-whip, if still practised, is an example. Of the second, any match game is an example, unless the school is so disciplined that they will drop it at any point on the instant. As a rule recesses are too short for any match game. Of the third, any thing like knocking or driving ball, which as often as one time in five would make it necessary for some boy to tumble over the fence into the neighbor's garden, or pear orchard, or front yard, after the vagrant missile. Of the fourth, in a small yard full of children, with school windows close by, pitching quoits or even throwing ball might be an example. In short, all games should be allowed except those whose prohibition is called for by the circumstances of the place, or by the requirements of safety to person and property or for the sake of decorum.

How much noise is allowable on the play-ground? If the school-house or room is sacred to quiet and gentle demeanor, the play-ground is a place of

freedom. There should be reasons for restraint, if any is imposed, and these may exist, indeed generally do exist. They are such as these: noise, which disturbs any part of the school not out at the same time ; noise which may properly be considered offensive by the neighborhood ; noise which is in itself, either as to kind or degree, rude and semi-barbarian. Screeching and yelling, just for the sake of screeching and yelling, would of course be restrained as both senseless and ill-mannered. But except for reason, voice and limb should be free at recess, the main objects being fresh air, exercise, and the peaceful exorcism of the spirits of noise and restlessness out of place.

This further suggestion about recess is made ; that the younger pupils, perhaps all below those in the second reader, should have recess by themselves, and two recesses in each half day instead of one. The reasons for this are, that they cannot study or do any school work through all the hours of school, and that they would better

play out of doors than to be idle or uneasy on their seats after attention to lessons for a reasonable time; in short, they cannot study long at a time, and need frequent exercise of their limbs. In most, if not all schools, this can very easily be done without any interference with other classes or with their own progress.

Time should not be lost after school comes in from recess in getting into order. No provision in the programme should ever be made for gradual resumption of work after opening, after class, or after recess, nor should the occasion for it be allowed to grow up from neglect on the part of either teacher or school. Signals to come in should be understood to be as just as significant and just as immediate in their effect as signals to go out; and signals to resume books and study, as to lay them aside. And this can be secured by all teachers who know what school ought to be, and who have strength of character to carry out their own regulations. Any school can by decisive and persevering

effort be brought to the state of prompt compliance with signals ; and any school can very easily be allowed to fall into a lax and reluctant compliance with them. The teacher's real power is measured and shown quite as much in such things, as in class recitations.

Work, the work which the programme assigns, is resumed at once after recess, and continues till the time of dismissal.

NOON TIME.

If, as in country schools, and in some others, all stay with the teacher, noon-time becomes only a prolonged recess. Eating lunch, out-door play, and some study, are its chief variations. Of these it may be remarked, that the teacher's concern with lunch should be, (*a*) to advise pupils, at least, not to cram their pie and cake into their bodies running, and (*b*) that crumbs, pieces, or waste of any kind should not be scattered in the school-room or about the door or yard. Lunch-eating is not to be a class exercise, but it should be finished before play is begun.

Play is better than study for noon-time, but in some places, it will be necessary to restrain violence of sport lest the first part of the afternoon may be worthless for study. And in others it may be necessary to put a strict embargo on certain games, or on such wanderings as tend to make return to school tardy or unwilling. Those who have taught country schools near a good place for coasting or skating, or near a beech-grove or huckleberry pasture, will understand the necessity for strict enforcement of whatever regulations seem best to ensure moderation in the degree and the time of noon-day sport. If necessary, these sports or distant excursions must be prohibited entirely; before this is done, the alternative of return within the time, in proper condition for study, or certain and speedy prohibition, may be presented.

As matter of course, the school-house should be thoroughly ventilated during the noon-time.

The most difficult problem in connection with the noon-time, arises when part of the

pupils remain at school and part go home, and the number remaining varies with weather and wishes, sometimes whims, of the pupil. These suggestions are made.

Staying or going home should be a regular thing, as far as possible, that the teacher may know who is on the premises and who is away, and lists of the two should be kept.

Staying or going irregularly should be with knowledge and permission of the teacher, the same as any other departure from regular arrangements.

Particular directions should be given to those who remain, that it may be clearly understood what may be done and what is not permitted.

Strict orders with reference to fires, to keeping doors shut, etc., in cold weather, should be given. There should be responsibility to some one; regulations of any sort impose obligation, and children should know and feel that they are responsible to some one to the full extent of whatever regulations are made for their direction.

If no better way can be devised, they should be responsible to a monitor, who should make full report to the teacher.

If a considerable part of the school remain, it is better for the teacher to remain, at much sacrifice of personal convenience; if he must leave for his dinner, he should return as soon as possible and before the pupils.

It should be an invariable rule not to leave a company of children by themselves without the presence of some older person, both for the sake of precaution in case of accident and for the sake of keeping children within the bounds as to their own conduct and their care of school-house and property. For this reason the teacher comes first in the morning, stays last at night, and should, if possible, be on the premises at all times when pupils are, not for their undue restraint or suspicious watching, but for their safety, and to know what is going on.

Some miscellaneous points in reference to recess and intermission are worth noting.

The habit of many is to run in and out frequently, and for no purpose they could state. They come with one and go with another, and do not know what they want in either case. This habit should be broken up.

The practice of going to a neighbor's well "for a drink" is sometimes a great annoyance to the neighbor. Either some regular way of providing good and fresh water to drink should be followed, or a clear understanding be had with a neighbor who is willing that children should come to his well or pump, and a strict enforcement of right regulations about it. The same are necessary if there is well or pump on the premises.

All manner of trespassing on property in vicinity of school-house should be prevented by measures as strict as may be necessary. Climbing fences, or defacing with any marks, or marauding in orchards, or picking flowers over or through pickets, etc., are now meant.

The practice of any improper salutation

or treatment of passers-by must be forbidden. Companies of children out of school at play will often do what hardly one would think of doing by himself; for example, snow-balling a passer-by or "catching a ride" in crowds behind a wagon or sleigh.

AFTERNOON.

Afternoon school will present the same routine as morning school. School is called promptly at the time; all is promptly in order; five minutes are given to business; classes, recess, classes again, bring to the hour of closing.

CLOSING EXERCISE AND DISMISSAL.

The programme given provides for a brief closing exercise. This may be very brief, but it is urged as one not to be omitted. It is a good thing for *all* to engage in some exercise which will close the day as pleasantly as it was begun.

Books are put away, all are ready to go, and all is in order for dismissal. The teacher reads an interesting anecdote, tells

the school of something that is going on—this in case of any important event, might be a daily topic for the time—a few judicious words on some occurrence of the day soothes some irritation or confirms and strengthens his own authority ; he tells a story or sings a song, if school needs a little enlivening ; he may call on one and another to recite a scrap of poetry or some “gem of thought,” or sometimes, in the right school, to repeat verses of scripture ; in one or another of a hundred ways the whole school, *as a school*, spend two or three minutes before they break up, with an effect wholly good, if the teacher is able to vary and control such an exercise.

When it is finished the signal for dismissal is given, and *all* go quietly and with good humor away. There should be freedom when school is out, but freedom without boisterous or rude behavior. Pushing and shouting, as if bedlam were let loose, shows, again, a feeble teacher. To allow dismissal to be the terror of the neighborhood, or even to occasion just remark as

being a scene of noise and tumult, and a surmise what the school must be inside which makes such a display outside, is too often a very safe standard of judgment about all that is done.

The habit of lingering and dawdling about the school-room and about the teacher after dismissal is almost as bad as the habit of being behind time when school opens. It is done by those who want to "hang on" to the teacher, to cultivate and expend a kind of maudlin affection, and to appropriate the teacher to themselves. This habit is peculiar to a certain age and to certain temperaments, and it shows a certain weakness and indecision of character. Teachers should be careful about this, and not allow a certain set of either boys or girls to be always hanging about them, both for their own sakes and for the sakes of the boys and girls. When school is dismissed pupils should go home, unless for cause. This, of course, is not meant to restrain proper intimacy out of school between teacher and pupil, but to suggest

a caution against a certain kind and manifestation of intimacy.

School is dismissed and all go away ; *all but the teacher*. He has records to enter, work to put on the board, plans to think of for the morrow, a special case of Willie Jones or Kitty Sawyer to consider, and work for the evening to prepare. He should be in the habit of doing all these things vigorously and with decision ; and when they are done he should turn the key in the door with the thought, "Now the cares of school are over for this day ; I have these papers to examine, or a set of questions to make out, or a map or other illustration to draw, but that is definite work ; I have done the best I could to-day, to-morrow I shall do a little better ; and now I throw off this care of school till to-morrow brings it back again."

MISCELLANEOUS.

A few miscellaneous points need a word.

1. Signals should all be simple and quiet.

A call-bell lightly struck will serve as well

as a clang from the great Tom of Moscow. It is a matter of education that a school shall hear and obey a sufficient signal, once given. The same power which will secure attention in class and good lessons will also make simple and quiet signals efficient for all purposes. Words and motions will do as well, if a teacher prefers them; the only difference is in the sense to which they are addressed. The point now urged is to make every signal mean something and to make it heard or seen and obeyed. No man can tell another how to do this; if he is able to command in other respects, he can in this; if not, not.

2. Quiet in walking, moving books, etc., is another little thing to be thought of in this daily routine. The habit of walking heavily, or with shuffling feet, over the floors, should be corrected in the hourly movement of classes. It may be done without any reproach or ridicule, by repeated kind but decided cautions, and on the ground that all well-bred people avoid noisy, careless, shuffling movements, and

that people not well-bred are at once known by this. Pupils should not be allowed to go about on tip-toe; that is not the way men and women in business and society walk; they should be trained to walk lightly as other people walk. The same is true of shutting doors as they come in, of putting wood into the stove if they are told to do that, and of all movements.

Books should be laid on the desk, not slammed down with a bang. The teacher will need to be patient and persevering in many such little points along with all his other work, and not allow the latter to be interrupted by almost constant attention to the former.

3. Asking permission of all sorts must be regulated, or it will be a source of great annoyance, and will foster habits of inattention and uneasiness. As a rule, such requests should not be allowed or granted during recitation, or, if possible, between the five minutes for business and recess. They should be indicated by raising the hand, or some such sign, and should be

recognized or not according to the teacher's judgment. But only necessary permissions of any kind should be allowed to interrupt school. Ability to control these is, again, a sign of power in the teacher, while constant asking of questions is a sign of lawless habits and want of control in the pupil.

4. According to previous suggestions the teacher is to see that the school-room is neat and clean before school begins; it is the duty of the pupils, under his direction, to keep it so during the day. He must see that the scraper and the mat are used, that torn papers and other litter are not scattered on the floor. In some schools children will need to be instructed that *tidiness is a school virtue at least*, and that muddy shoes and dirty hands and slovenly desks are things to be corrected in school at least. A good way is to make each pupil responsible for the appearance of his own desk and the floor adjacent, and if any unnecessary dirt or litter is found there he must clean it up. At the same time, habits of cleanliness and

tidiness in everything are to be watchfully inculcated.

5. In many schools it will still be necessary to keep a look-out against another filthy and injurious habit, that of *chewing*. Gum and tar and rubber are not yet wholly banished from schools even, and some teachers are yet careless about it and not quick to see it. Of course, it is practised only by those who do not know any physiological reasons against it, and whose taste is not offended by its vulgarity. According to circumstances, it will be best to tell a little child quietly to put his *quid* (or "cud") into the stove or basket, or to give a more public rebuke to an old offender, or to explain to the whole school why it is injurious and how it is offensive. This is one of the few matters in which a little good-natured public ridicule may be effective. The same attention and care should be directed to eating nuts, popped-corn and candies. The requirements of both hygiene and school agree in forbidding these between meals, and the habit is very

largely formed in school, and still more largely practised, and from school it is carried into all public gatherings.

6. Wardrobes, entries, and other places for hanging hats and cloaks afford another opportunity for teaching habits of order and care of property, which should not be neglected. Each pupil should have his place for putting outside garments, and should be required to use it and to have his part in as good order as his part of the school-room. A tumbled-up entry or wardrobe is generally an index of a disorderly school in other respects, and these places will generally be disorderly unless the teacher makes it part of his daily care to inspect and regulate them.

7. This daily routine will require one thing more, *constant oversight of school property*. Desks and other furniture will need frequent inspection. Knives and pencils and other instruments common to all boys' pockets will work mischief on the best furniture, unless their owners are restrained by something more on the alert

than an ordinary pupil's respect for good furniture. Library books, apparatus, common school conveniences, such as blackboards, are exposed and are liable, to the same injurious use, if not protected.

And there need be no apology for saying plainly that *out-buildings must also be included in the same vigilant care* that everything is put to its right use, and to this use only. There should be no scruple about the plainest talk on the decencies of the out-houses, and no hesitation in enforcing the most rigid examination and requirements about their use. And if all these things add greatly to the burden and labor of this daily routine, it is burden and labor that cannot be shirked under any pretext.

One day's routine is very much like another; if it is not carried out with constant thought and constant desire of improvement, it soon becomes frightful drudgery; but the young teacher needs to keep in mind the fact that the efficiency of his teaching and the consequent value of the school, as well as its apparent discipline

to any observer, depend largely upon vigorous and steady management of its daily routine. He need not become merely a drill-master, or spend his energy in devising fresh manœuvres for his school to execute, but he must hold his school in hand and order all its movements with a power which is never felt to be irksome while it never allows any detail to be at loose ends.

CHAPTER VII.

GENERAL EXERCISES.

By these are meant those exercises in which the school as a whole may engage. Of course, in a mixed school the beginners may be considered as outside, but all the rest may take part. For one recitation period a day the school may be a class doing, as well as each one can, the same work. What is the advantage of such an arrangement?

Any classification of a school which can be made is based, for the most part, on progress in certain branches of technical knowledge, and is in order that the same lesson from the books used, or the same work aside from books, may be assigned to a number of pupils. It is for the sake of formal, progressive work, each part of

which depends on the preceding, that such classification is made. It is a necessary division of a school, but it is, at best, a somewhat arbitrary and levelling process; to make it possible, pupils have to be stretched, or trimmed, or hampered, for otherwise *the course* cannot be maintained or the classes or grades regularly advanced. This may be best in some subjects; at any rate, it seems necessary in practice. But in other directions the child may and should be allowed to work more freely; in some things the younger may work with the older, though not in ciphering and parsing. All can gather flowers for lessons in Botany, or rocks for specimens in Geology, or bugs for samples in Natural History. To confine an active, inquiring child to set lessons with his class is very often to stunt his intellectual growth. In other words, while it is necessary in some things to put him on a track and keep him there and judge him by the milestones he passes, in other things he should learn to investigate for himself and be allowed to

do all he can, and within limits as he pleases. Reading, perhaps, is the best single illustration of this. Reading in school is mainly occupied with learning to call words and to give emphasis and slides and pauses correctly, and this is necessary, and as far as it goes, useful. But what do children learn to read for, if not, as Hugh Miller did, to find stories for themselves in books? And yet how many do not, as the result of any school instruction, ever get beyond the idea that reading is a drill, repeated to weariness and disgust, of certain scraps in books called the third reader or the fourth reader, "only that and nothing more!" The reading class is necessary for this drill, but as fast as the child learns to read, he should—*read*, and read, as a rule and with proper advice, what he likes to read.

Again; class instruction is too much *book* instruction; the best teachers, with many classes to hear and but short time for each, almost of necessity confine themselves pretty closely to the text they follow, and

recitations tend to become rote-work. Oral instruction, carefully prepared and made a stimulus to more study, not an excuse for less study, is good for all, and often gives the teacher his best opportunity of awakening and instructing his pupils. There is not space to discuss the value or the manner of this mode of instruction, but that it should be used to some extent in all schools will be generally admitted.

Again; a general exercise gives the opportunity of teaching at least a little of some subjects for which there is no time otherwise. A small class could, of course, recite in the period allotted to the whole school, but all could not be divided into classes in these subjects, and they are as useful and necessary for one as for another.

Once again; a general exercise in which all the school are on equality, and each may learn what he can, and contribute what he can, is a pleasant and invigorating exercise for both teacher and pupil. Probably in no other way can a greater zest be given to study in its best form than in this

way. It must not be at the expense of set lessons; these in all their vigor are needed that this general lesson may be at its best; but as an auxiliary to study for class and as a diffusive tonic, it may be as interesting as it is useful.

For these four reasons, then, viz., to enlarge the range of the pupil's activity, to get once a day the full benefit of oral instruction, to bring in some subjects not otherwise possible, to enliven and interest all, a daily general exercise is recommended.

What should be the *subject* or *subjects* of such an exercise? This will depend, in part, on the needs or capacities of the pupils and knowledge of the teacher. If other time cannot be found, however, for language or composition exercises, or for history and government, this time should be taken. For a school of little children in summer, Botany is a delightful and instructive subject. For an older school some branch of Natural Philosophy, or some part of Chemistry may be more

appropriate, while for still another some branch of Natural History may be best. A knowledge, be it ever so little, of good books and authors, so rarely taken away from the common school, would be a valuable possession. This would be a difficult subject for most teachers to make interesting to most scholars, but it would sometimes be worth a trial. The same is true of a knowledge of current events. Sometimes, again, the best subject might be an extension of some ordinary class subject; *e. g.*, if the geography classes can have only the descriptive part found in their books, they and the rest of the pupils might have their ideas enlarged by a little physical or comparative geography; the arithmetic lessons might furnish any number of useful and practical applications to piles of wood, plastering of walls, carpets for floors, reckoning of interest, etc. It would not be necessary to confine the exercises to one subject for the term; while they should aim to make some definite and useful point and not waste themselves in

mere desultory and entertaining trifles, the topics may be changed as often as is best with reference to the real end in view, which is, in general, the supplementing of daily lessons with what will extend and make them more significant and practical. But great care must be taken not to refer any proper and regular school work to this waste-basket of a general exercise, for such it may become, if not, like every other exercise in school, held strictly to its own use.

What should be the *manner* of this exercise? Briefly this. The teacher lays out for himself the work he would like to do in fifteen minutes a day for so many weeks. He may present it to the school in the form of experiments to be watched and then repeated by pupils, or of topics with divisions for questioning friends about or looking up in books, or of work to be done with material to be collected, or of questions to be answered, or of direct object lessons, or of familiar talk,—not lectures—while pupils are learning the use-

ful art of taking notes. The manner will depend on the school, the subject, and the teacher, but it should aim to make some definite point in each lesson, to keep pupils' minds active and inquiring, and to set them on the search for themselves. One illustration will suffice, that of a teacher in her first summer school, who desires to teach little children something about Botany, beside the reading, spelling and numbers. She must know a little Botany herself to begin with, and must be familiar with common flowers. She will need some simple manual as a guide and help, say Miss Youman's Botany for Beginners. She will instruct the children to collect materials—leaves, buds, flowers—and with those before her will call the attention of all her school to veins, petals, stems and leaves, roots, etc., explaining, making drawings on the board and asking children to do the same with pencils, getting little daily written exercises—the *very best kind of compositions*—telling what new thing was learned in the lesson; and

so bit by bit children acquire a delightful interest in plants, from which they will sometime go on to Botany as a Science, while at the same time they will learn to love school and all manner of learning.

Another school and teacher will do the same, with the same results, with the mechanical powers, or minerals, or insects, or the principles and working of republican government.

CHAPTER VIII.

TO THE YOUNG TEACHER DIRECTLY.

It is no light task you are undertaking, nor can it be well done in any trifling or inconsiderate spirit. You are entering upon a work which has engaged the wisdom of the wisest and the endeavors of the best of all ages. Whether regarded in itself, as a work requiring the highest skill and the most careful preparation, or in its effect on others, moulding, as it does, both their opinions and their characters, it is enough to engage all your powers even as you cross its very threshold, and to make you more and more thoughtful every day.

It is, also, one of the most useful and most fruitful of all the occupations of men. You can see its fruits from day to day in your school-rooms, and you can see what

men and women in the community about you it has helped to make. No other labor, probably, produces so immediate and so continual a harvest of good results, if it is faithfully done, as teaching does.

Further than this, it is one of the most serious of all forms of work. They who assume it assume a grave responsibility, for it is not even the most precious form of matter which they beautify or deface, but it is little children, whose future lives they make or mar by their work. The blessing of those who have been well taught and well guided in youth is a rich heritage to those who deserve it, while no curse is more blighting to those who have earned it, than to be conscious or to be told of false guidance and wrong instruction in youth.

Therefore, it is with all earnestness urged upon you to undertake it, only with some sense of its responsibility and such forethought of its result as is now possible. If you are not able or willing to pay your part of the cost of preparation, do not enter upon it, even for a little time, un-

prepared. Bring to it at least a creditable outfit and a serious purpose; devote to it all your acquirements and your best thoughts; work with some plan, toward some definite end, and *work with your might!* When its daily details threaten to make drudgery of all you do, reassure yourself by thinking of its certain results, and work on in faith and hope, for such work in the school-room cannot fail to bear fruit. Be ambitious to master the art of teaching both in its fundamental principles and its minutest points of ordinary routine. Study and learn; again I say, *study and learn*; evermore, *study and learn*; and may God speed all who in this spirit are beginning to teach!

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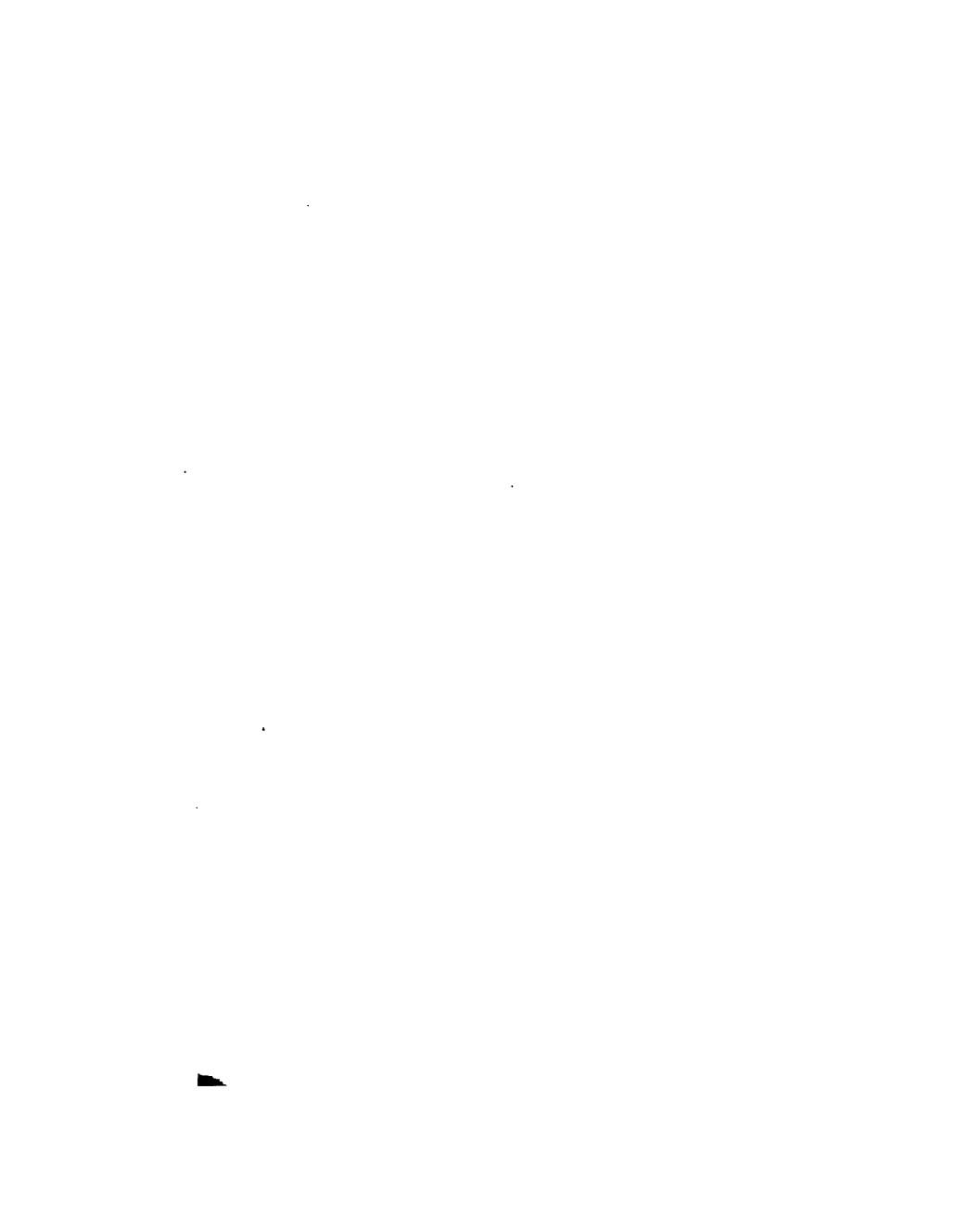
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